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ABSTRACT

This unit explores the roles of women today and the possible effects of social, political, and economic equality for women on students' personal lives, the nation, and the world. Thirteen activities are designed to help secondary students develop an understanding of the status of women in U.S. society as compared with other cultures. These activities show how toys and books promote sex stereotyping for children, and how advertising and merchandising techniques promote images of the housewife versus the working man. Students are encouraged to ask grandparents about their life-styles, compared with current styles. Readings and statistical charts show how women's legal rights and literacy vary among countries. Nine additional activities focus on women as significant factors in the world population. Activities include readings which illustrate the childbearing attitudes of women as the result of social pressures. For instance, career opportunities in the United States encourage women to have few children, but in developing countries large families are regarded as economic assets. In view of differing social roles of women in various countries, students assess their opinions about population control. (AV)

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Center for Teaching International Relations

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Graduate School of International Studies
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A COMPARATIVE VIEW

OF THE ROLES OF WOMEN

An Experimental Unit
Revised Edition, June 1976

Prepared by

Barbara Miller Jacquelyn Johnson

for

The Center for Teaching International Relations

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"How can the world solve its increasing problems of economic and social development, and improve the quality of human life, when hundreds of millions of its children, the new generation of mankind, are born to illiterate, uneducated, untrained mothers who traditionally are responsible for the upbringing of children?

EQUALITY

How can the world increase its food production, when agricultural work is still, in large areas of the world, mainly the responsibility of women who are not only untrained and unequipped, but have to do this work in addition to their heavy responsibilities as mothers and homemakers?

PEACE

How can the world solve its population problems . . . if women do not change their reproductive behaviour?

DEVELOPMENT

International Women's Year will be a time to translate into action the principle of equality of men and women, clearly stated in the United Nations Charter and the Universal Declaration of Human Rights, without which no development effort is likely to succeed."

Helvi Sipila",
Asst. Secretary General, U.N.

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Introduction:

1975 is a year for women. The International Women's Year Conference in Mexico City encouraged women to return to their individual countries to promote the three central themes of the conference:

1. Equality between men and women
2. Full integration of women in the total development effort
3. Recognition of women's contribution to world peace

This conference has highlighted a world-wide debate concerning the appropriate "place" for women in society.

We live in a country where we have long recognized that "All men are created equal" but have only begun to raise the issue of social, political, and economic equality for women. The activities of women in the U.S. have changed drastically in this century. The Department of Labor estimates that 9 of every 10 females in school now will enter the labor force at some time in their lives. Many already have. Yet the status of women remains largely unchanged from previous generations when women were defined through the accomplishments and shortcomings of their husbands, sons and fathers.

Many of the students in your classes are in the process of establishing a personal identity in a pluralistic society in which sex role conflicts are commonplace. The opportunity to set personal goals is important since the consensus about sex roles on which previous generations relied is now being challenged.

The activities in this unit are arranged so that students may consider these questions: What are the appropriate roles of women today? And, what changes could equality bring to students' personal lives, the community, our nation, and the global society? The answers to these questions will affect us all.

ACTIVITY OVERVIEW

#1: Pink is for girls, Blue is for Boys A cartoon-creating activity designed to illustrate sex stereotyping.

#2: Beyond the Barbie & Ken Myth Students gather and sort data to determine whether stereotyping occurs in the manufacture and sale of toys for children.

#3: A Doll for Susie, a Truck for Jimmy Students examine how perceptions of sex role distinctions influence gift-giving.

#4: How's Your Love Life? Students compare images of women and men in advertising. Slide series accompanying this activity is available from CTIR.

#5: American Graffiti Graffiti messages are studied and students share values, experiences and points of view regarding sex-role distinctions.

#6: Biographies of Grandparents Students prepare a biography of grandparents and make comparisons between their own personal experiences and those of preceding generations.

#7: The Trial of Susan B. Anthony Students act out two versions of a play and compare their concepts of how a woman was treated in the court system of the 1870's with what really happened.

#8: Household Duties: Which are For You? Students hypothesize whether household duties should be sex-related.

#9: The Law and Parenthood Students study two case studies and share points of view about parenthood.

#10: Role Reversals: Australia's Busy Wife/Husband Students hypothesize about how language has been used as a tool of sex discrimination.

#11: Equal Rights in the Cradle Students examine a slide of male/female twins and articulate about the tragic effects of early sex discrimination in India.

#12: Global Literacy Students interpret statistical data and develop hypotheses about literacy differences in various parts of the world and between men and women.

#13: Making Graphs Graph-making activity comparing the ways women live in developed and developing areas of the world.

#14: Free a Woman, Free a Nation Students hypothesize and examine reasons for childbearing through the eyes of three different women immersed in three different cultures.

#15: International Women's Year, 1975 Helvi Sipilä's powerful statement declaring 1975 as a year for women world-wide, is read and discussed juxtaposed to the previous activity.

ACTIVITY OVERVIEW

#16: The ERA Debate: How Would You Vote? Students interpret and evaluate two different and opposing views of the Equal Rights Amendment.

#17: Don't Tell Me About Planning! One more women from a sub-culture in our own country tells her story revealing yet more attitudes toward child-bearing.

#18: A Woman's Stake Ms. Patsy Mink, U.S. Congresswoman from Hawaii, speaks about women's stake in population stabilization in America. Comparisons between population growth represented by 2 and 3 child families are made.

#19: Am I a Population Actor? Students fill out a questionnaire regarding their own personal convictions toward family planning and share their views with the rest of the class.

#20: Mother of the Year Students work in groups to nominate their choice for "Mother of the Year." Candidates represent a variety of lifestyles.

#21: Population Control: Where Do You Stand? A summary of population control steps, representing a wide variety of programs, are presented. Students are asked to identify those steps they feel are necessary now to curb population growth.

#22: A Woman's Place Opportunities and options for women is the focus of a media presentation that will provoke a discussion of the "proper" roles for women.

Title PINK IS FOR GIRLS, BLUE IS FOR BOYS

Introduction

What things could you do or not do specifically because you were a boy or girl? There were and are quite a few. These things can be discovered by beginning a discussion with cartoons showing sex discrimination.

Objectives

Students will share experiences of role expectations with each other.

Students will determine a basis for measuring sex discrimination.

Time One day +

Materials

Student Handout (1:2): "Pink is for Girls, Blue is for Boys."

Procedure

Step 1 - Distribute copies of "Pink is for Girls, Blue is for Boys."

Step 2 - Have students study the cartoons that illustrate sex discrimination.

Step 3 - Discuss the following questions:
1. What is happening in the cartoon?
2. Hypothesize why this situation occurred.

Step 4 - Have students create their own cartoon illustrating a personal experience of discrimination. (Students may choose to base the cartoon on an experience of friends or relatives.)

Step 5 - Role playing and role reversal can follow if the activities appeal to the class. The student who created the cartoon will serve as "director" of the role play.

Step 6 - The teacher directs a discussion in which cartoons are categorized into societal and legal issues.

Step 7 - If some of the cartoons illustrate problems that have legal aspects, give them to a lawyer to study prior to a visit to your class to discuss avenues for solving the problems.

Step 8 - Students may be able to find their own cartoons in newspapers or magazines that illustrate sex discrimination and share them with the rest of the class.

Evaluation Students will write a definition of discrimination based on sex.

PINK IS FOR GIRLS, BLUE IS FOR BOYS

Study the cartoons below:

1. What message do these cartoons transmit about the role of men and women?

2. What would you do if you were in this situation?

3. Can you recall a situation when you could not do something because you were a boy or girl? (If you can't think of a situation ask your parents, teachers, or friends for one.)

4. Now...create your own cartoon or comic strip about your own experience.

MORE: You be the director....Pick some of your classmates to "role-play" your cartoon or comic strip.

.....Do you think roles like these are expressed around the world?

.....Do you think these roles were the same for your grandmother? Will they be the same in the future?

Title BEYOND THE BARBIE AND KEN MYTH

Introduction

How a child structures his or her time may depend on certain assumptions about what is proper for each gender. Play centered around toys is often gender-related because the toys themselves have definite male or female associations. In what ways does this occur? For what toys? How do the toy manufacturers tend to encourage these associations?

Objective

Students will gather and sort data to determine whether stereotyping occurs in the manufacture and sale of toys for children.

Time One day of class and time outside of class

Materials

Student Handout (2:2): "Beyond the Barbie and Ken Myth"

Procedure

Step 1 - Distribute copies of "Beyond the Barbie and Ken Myth." Follow directions as indicated on this page.

Step 2 - Allow students time to complete the toy search--several days or a weekend.

Step 3 - Have students share their findings in small groups, considering the following questions:
1. How does packaging influence decisions of students to purchase toys?
2. What skills and interests are important for using the toy?
3. Why did you place the toys in various categories?

Follow-up

Ask students to watch TV commercials on Saturday morning. Do they observe any sex discrimination in Toy Commercials?

Evaluation

Write letters to companies expressing positive and negative attitudes toward packaging practices and marketing.

"Beyond the Barbie and Ken Myth"

TOY SEARCH

Take a trip to a hobby shop or the toy section of a department store. Survey all the toys....Are there any toys in which only boys or only girls appear on the package?

Fill in the chart below:

Toy Title	Girls Only	Boys Only	Boys and Girls Equally

Follow-up: Does seeing only boys or only girls on a certain toy make you want to give that toy to only a boy or only a girl?

Compare your findings with other class members who complete the activity.

Title "A DOLL FOR SUSIE, A TRUCK FOR JIMMY"

Introduction

The gifts which we give to others say many things. They say something about what we think someone else would like, as well as something about what we ourselves see as a desirable gift. Gifts say something about how we perceive others. The way in which our perceptions of what is appropriate for each sex influences gift giving is well-illustrated in this exercise.

Objective

Students will determine how perceptions of sex-role distinctions influence gift giving.

Time One day +

Materials

Student Handout (3:3): "A Doll for Susie, a Truck for Jimmy"

Procedure

Step 1 - Duplicate the following page for students.

Step 2 - Have students complete the activity following directions on their handout.

Step 3 - Colate the classes' responses:
Mother:
Father:
Sister(s):
Brother(s):

De-briefing

1. Are roles of male and female identified with certain gifts?

2. What role does perception of the giver and receiver play in gift giving?

3. How do gifts influence a boy? a girl?
If you received dolls, etc. how did it influence you?

Evaluation

What did you learn about your perception of an appropriate gift in relationship to the desires of your family?

Adapted from Today's Changing Roles: An Approach to Non-Sexist Teaching. Developed by Educational Challenges, Inc., Washington, D.C., (c) 1974, National Foundation for the Improvement of Education, p. 11.

"A DOLL FOR SUSIE, A TRUCK FOR JIMMY"

1. List all your family members and choose a gift you would buy for each person, for example:
   Mother
   Father
   Sister
   Brother

2. Why did you choose certain gifts for certain people?

3. Did you choose gifts because you thought:
   the person would really use the gift?
   it was a gift you wanted the person to have?
   it was something the person should want?

4. Did you select something that:
   the person needs?
   the person wants?
   you want?

5. Would you reverse the gifts you have chosen for:
   Mother - Father?
   Sister - Brother?

   Why or why not?

6. What gifts would you like to receive?

7. What gifts would you give a girlfriend? A boyfriend?

8. Interview family members to find out if they would really like the gift you choose for them.

   Does your perception of an appropriate gift hold true?

9. How would these gifts influence a boy? A girl?

10. If you received these gifts how did it influence you?

Title HOW'S YOUR LOVE LIFE?

Introduction

Advertising generally seems to treat the consumer as a helpless, uncritical creature who could not manage to make it through life without the essential benefits provided by a never ending stream of products. This is particularly true of much of the advertising related to women, for in the process of selling cosmetics, breakfast foods, and household cleaners the advertiser is also driving home the stereotype of mother and homemaker a hundred times a day.

Objectives

Students will compare images of women and men in advertising and articulate an understanding of sex stereotyping in advertising.

Students will articulate the influence of advertising on their own lives.

Students will create (or revise) an ad to eliminate sex discrimination.

Time Two days

Materials Magazines and the Student Handout (4:3): "How's Your Love Life?" plus the slide series.

Procedure

Step 1 - To introduce this activity a series of slides of sexist and non-sexist advertising is available from CTIR. The slides will be helpful in provoking student interest in analyzing roles of men and women in advertising.

Slides to mention specifically:

1. Two different ads for support hose: Why do advertisers use a different appeal for men and women? What words do they use? What messages do these ads transmit about sex roles?
2. Delta Airline series: How are men and women portrayed? What words are used to describe the men and women who work for Delta Airlines? Why do advertisers portray their employees differently?

Step 2 - The image of Americans in the media should also be explored by having students look through magazines to find a favorite advertisement that shows men or women promoting a product.

Step 3 - Students should display the advertisements in categories: "The American Woman" and "The American Man"

Step 4 - Discuss the characteristics of each sex as they appear in advertising. List words to describe men and women.

For example:

Women	Men
helpless	intelligent
meek	capable
silly	mechanical
wrapped up in home	handsome

Step 5 - Compare the two lists for similarities and differences.

Step 6 - Discuss whether these portrayals of men and women are realistic. Which sex is portrayed more realistically? In a "better" way?

Evaluation and Follow-Up Activities

1. Have students revise the ad they found or create a new ad totally free of sex stereotypes.

2. Run through the same activity using TV commercials. (How many ads on TV for a woman's product use male over-voices as in the Geritol commercial..."My wife, I think I'll keep her....")

3. Select an ad that you find objectionable (as a boy/girl). Make the changes that are needed to make the ad more suitable to you.

4. Use old magazines to see how the "American Woman" and the "American Man" looked in the '40's, '50's, '60's. Resource: Time Life, This Fabulous Century.

HOW'S YOUR LOVE LIFE?

Look through magazines and cut out one favorite ad that shows men and women promoting not only a product but also an image or way of life.

Display the ads in categories:

"The American Woman in Advertisement"
"The American Man in Advertisement"

What are the characteristics of each sex as they appear in magazine ads?

(What words would you use to describe the men and women in advertisements?)

Advertisements	Men:	Women:
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

How might these commercials be changed to promote more realistic pictures of both men and women?

Have you ever avoided buying a product because you were insulted by the advertisement?

What are some products sold through non-sexist practices?

Can you think of any advertisements that are making an effort at changing sex-stereotyping?

(Some sample ads are attached for use where needed.)

Delta is an air line run by professionals. Like Jim Grunenwald, line mechanic.

Jim has almost 14 years with Delta. He knows hydraulic systems and fuel systems and radar systems and landing gear systems. And he knows engines inside and out. He can fine-tune a jet engine that's over 23 feet long, over 26 feet around and weighs 6 tons.

A big job? Not for a pro. Just about Jim's size.

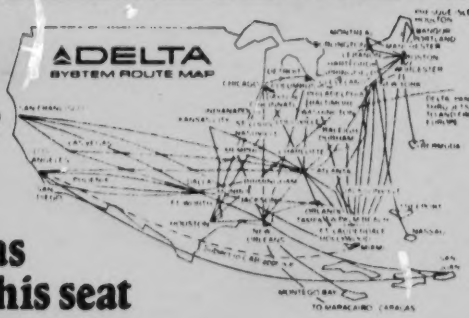
Delta is ready when you are.

Delta's Wide Ride™ DC-10 gives "comfort" a whole new meaning. Two-by-two seats in both Tourist and First Class. Now Delta has the 747, the 727-200 and the DC-10 in its Wide Ride fleet.

Delta is an air line run by professionals. Like Paul Bennett, 747 Captain.

Paul started out flying a 21-passenger DC-3. Now he's captain of a 370-passenger 747, the world's largest jetliner. After 30 years with Delta, he has 26,000 hours and 8 million miles under his seat belt. When you're flying, it's nice to know there's a Paul Bennett up front.

Delta is ready when you are.

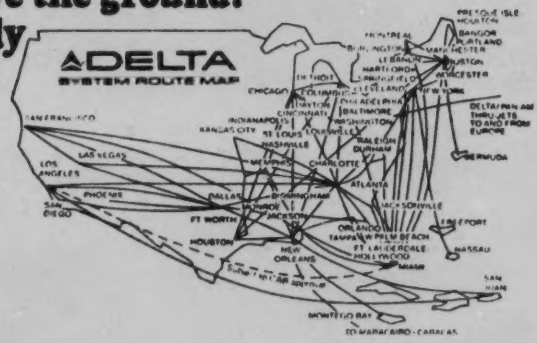


Delta is an air line run by professionals. Like Paul Hunt, Senior Customer Services Agent.

As soon as a jet lands, he goes into action. He supervises unloading. And loading. And refueling. And cleaning. And stocking the aircraft with great food and drinks. All in as little as 20 minutes.

He gets you off to a flying start, even before you leave the ground.

Delta is ready when you are.



Delta's Wide Body DC-10 gives "comfort" a whole new meaning. Two-by-two seats in both Tourist and First Class. Now Delta has the 747, the 727-200 and the DC-10 in its Wide-Body fleet.

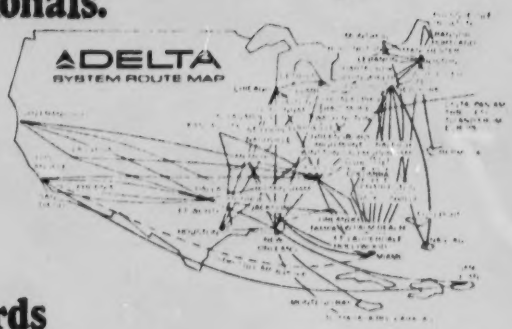
Delta is an air line run by professionals. Like Alan Ward, Customer Services Supervisor. He directs 15 other agents. His efficiency and skill come from a background of more than 5 years behind a Delta ticket counter. And he hasn't met the schedule, baggage, boarding, fare or package tour problem he couldn't handle. As a supervisor, Alan Ward is super.

Delta is ready when you are.

Delta's Wide Ride™ DC-10 gives "comfort" a whole new meaning. Two-by-two seats in both Tourist and First Class. Now Delta has the 747, the 727-200 and the DC-10 in its Wide Ride fleet.

Delta is an air line run by professionals. Like Christa Beck, Stewardess.

Christa is attractive, considerate, courteous, kind, orderly, personable, poised, polite and truly dedicated. And her service goes far beyond the call of duty.



Those aren't our words. Those words are from letters we've received about Christa. Written by Delta passengers.

And we've got 4,000 Christas.

Delta is ready when you are.

Delta is an air line run by professionals. Like Rose Wynne, Stewardess.

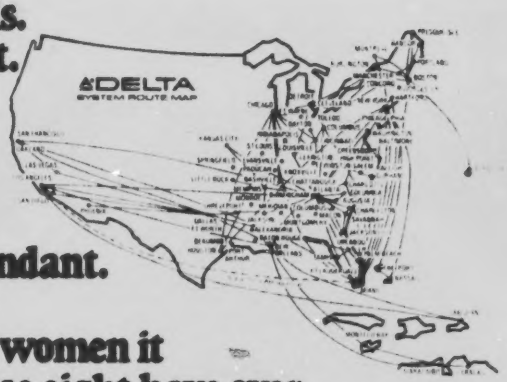
Rose beat out 24 other fine applicants to enter Delta's rigorous training program and passed with flying colors. She loves being part chef, part wine steward, part mother, part sweetheart and part hostess. And the nice thing about it is we have 3,800 Roses.

Delta is ready when you are.

Delta's Wide Ride℠ jet gives you comfort in a whole new meaning. Two by two seats in both Tourist and First Class.

Now Delta has the 747, the 727-200 and the DC-10 in its Wide Ride fleet.

Delta is an air line run by professionals. Like Jim Sanders, Passenger Service Agent. Larry Herron, Senior Customer Services Agent. Pamela Elmore, Reservations Agent. Bob Nolis, Line Mechanic. Ed Kincheloe, Flight Superintendent. John Cast, Skycap. Jane Keller, Flight Attendant. Francis McDowall, Captain.



They are just eight of the 150 men and women it takes to operate your flight. Together, these eight have over 100 years with Delta. They know their jobs, they love their work. And like all 28,000 Delta professionals, when it comes to people, they couldn't care more.

Delta is ready when you are.®

ONE YEAR LATER . . . perhaps in response to inquiries like this one -- TIME, June 14, 1976.

This is Delta's Wide-Ride™ L-1011 TriStar® an $18 million superjet. Cabins are almost 19 feet wide. All 256 seats are two-on-the-aisle.

Can you guess which woman is wearing support pantyhose?

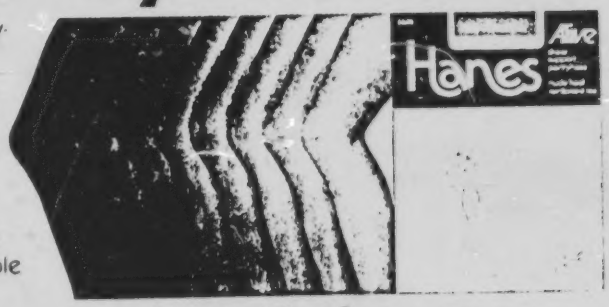
Until now, nobody would compare their support pantyhose with regular pantyhose.

But that's because nobody else has Alive® Hanes Alive® Support Pantyhose. So sheer, so good looking, we dared to make a side by side comparison of Alive (the one on the left) and a leading national brand of regular pantyhose (the one on the right).

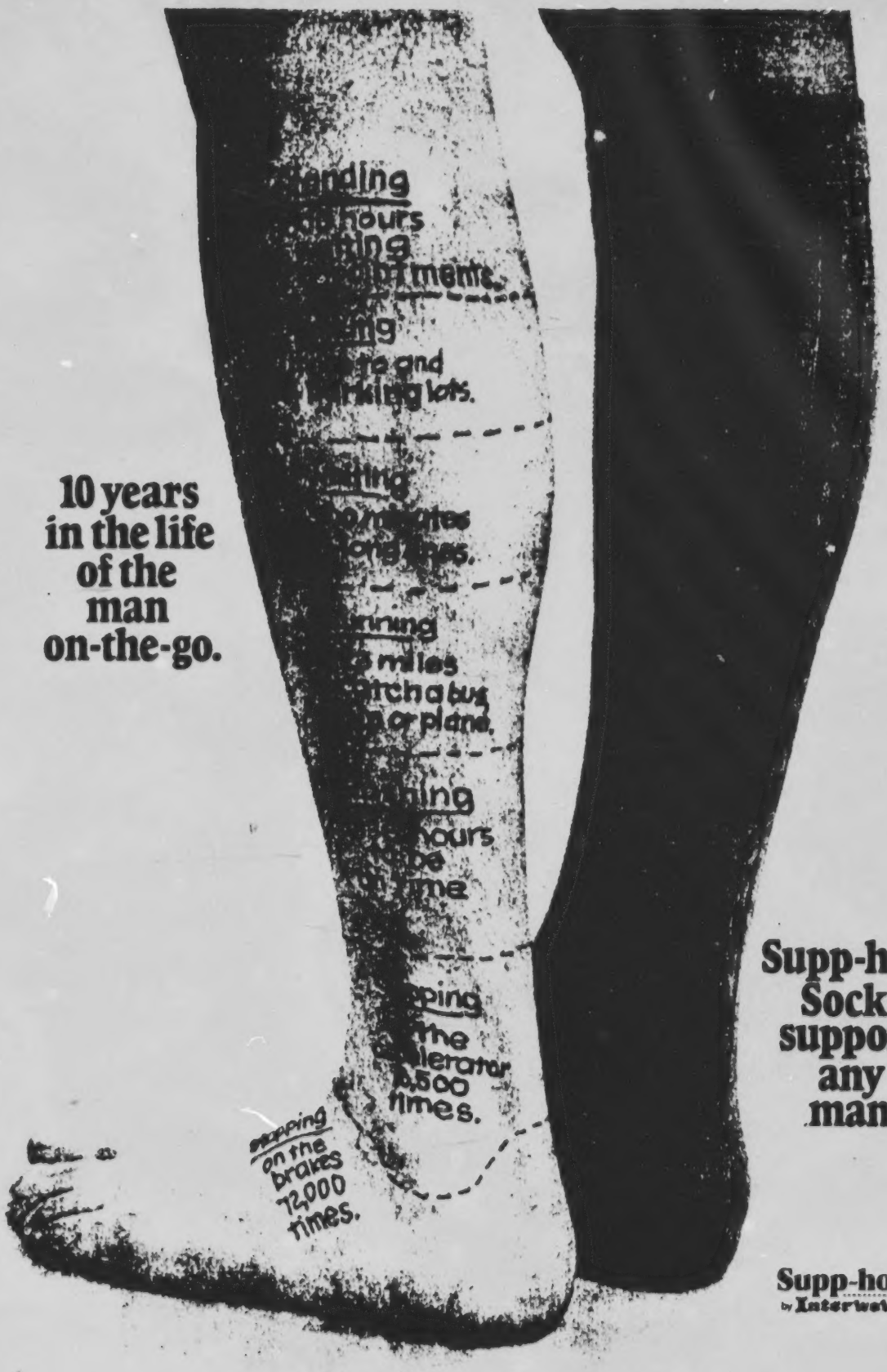
We hope this picture will get you to try Alive. Because we can only show you how good it looks. You've got to find out how good it feels for yourself. Alive. Available at finer department and apparel stores.

Now you can save $1.00 on $5.95 Alive Support Pantyhose during the Hanes Beautiful Support Sale from Sept. 8th to 15th, 1973.*

*suggested retail price



Hanes Alive Support.
You can't see it, but you know it's there.


10 years
in the life
of the
man
on-the-go.
Supp-hose®
Socks
support
any
man.
Supp-hose®
by Interwoven

I drove the Subaru without a man telling me how... and I wrote this ad the same way."

Those male auto experts told me to tell you it's an adorable little car and owning one will make you look rich and sexy.

I told them that you'd rather hear the news that the Subaru doesn't cost much to own or operate. That it's comfortable, dependable, and fun to drive. Parks easily and gets around 25 miles to the gallon on regular gas.

They told me not to mention technical car terms, because you wouldn't understand them anyway.

I told them you'd certainly understand that front wheel drive gives the Subaru more traction and maneuverability. That rack and pinion steering and 4-wheel independent suspension make Subaru easier and safer to handle. And that the Quadrozontal engine design cuts down on engine wear.

They told me to tell you not to be afraid of Subaru's 4-speed stick shift.

Since over 20 percent of Subaru's buyers are *already* women, that old myth about females only being able to handle an automatic transmission is hogwash. I can tell you that Subaru's 4-speed stick shifts very smoothly. So who's afraid?

They told me to quote a testimonial from a male racing driver, since women don't trust the judgment of other women.

Here's what Arlene Silver, a young bank executive who traded her VW for a new Subaru, says:

'8,000 miles later, I haven't spent a penny on repairs. I always get 30 miles to the gallon, on regular. The brakes are great...It's fun to drive...When it's time to buy another car, I wouldn't hesitate to buy another Subaru.'

They told me I'm awful cute when I'm mad.

I locked myself in my office and wrote this ad *my* way.

Carol Lynn Cope

Rally stripe extra

Front Drive '74 Subaru

You could buy it for gas mileage alone. But there's so much more.

With clothes, kids, dirty dishes and a fussy husband, Whirlpool believes you deserve appliances you don't have to worry about.

Of course we know that being a good wife and mother is a labor of love. But we also know just how tough the job is. And how important it is. As someone recently said, "Keep your scientists and businessmen; give me a million good mothers and I'll give you a better world."

We agree. And that's exactly why Whirlpool puts in a lot of extra effort so that your day can be a better one. We know how important your appliances are to you.

So to start with, we make them the best way we know how. And then we check them. Boy do we check them. Our Quality Control Department is manned by qualified, technical experts who inspect everything. From top to bottom. Inside and out. This assures you of appliances that not only work, but keep working, day in, day out.

And to help you when you're shopping for a new appliance, Whirlpool offers the Consumer Buy Guide. It's a detailed listing of all the important features of that particular appliance. And this Consumer Buy Guide comes with everything we make.

Also, we have a warranty that you can read and understand. A simple thing maybe, but it lets you know where you stand. At all times. Without all kinds of confusion.

And of course, when the sale is made our service just begins. We wanted to make sure we kept in touch, so we initiated our Cool Line service. It's a toll-free telephone service available to you anytime. If you have questions about any Whirlpool home appliance, just call this number: 800-253-1301. In Michigan call 800-632-2243.

Most of the time our people can solve your problem over the phone. If not, they'll give you the names of the Whirlpool Authorized Tech-Care servicemen closest to you, or another authorized serviceman.

It really kind of boils down to this: Whirlpool believes you have one of the most important jobs in the world. And we want to do everything we can to make it easier for you. If that's what it takes to make a better world, we're all for it. Whirlpool Corporation

29

Your husband shouldn't be eating his vegetables just because they're good for him.

He should be eating his vegetables because they taste good. And because they're interesting.

Only trouble is, the same old vegetables aren't too interesting, day after day.

That's why Birds Eye® invented Combination vegetables.

Delicious vegetables in combination with other good things like mushrooms, seasoned sauces, brown sugar, toasted almonds, even other vegetables.

Like Beans with Toasted Almonds, for instance.

The tiny almond slices make the beans taste so good, they're almost like a whole new vegetable.

Sure, they're good for you. But that's not why your husband will like them.

Birds Eye® Combinations. The first vegetables your husband might even notice.

Birds Eye is a registered trademark of General Foods Corporation. ©1973.

30

We held 2 million women in our arms last year. And they don't even know our name.

They know us as Heritage Furniture.

Not as Champion International.

But that's all right with us. Because the high quality furniture produced by Drexel Heritage Furnishings has an outstanding reputation dating back to 1903. (There's a good chance you're relaxing in one of our chairs right now.)

And just like Heritage, our other companies have highly respected names in their own fields. They include Trend Carpet, U.S. Plywood, Champion Papers, Weldwood of Canada, and Federal Envelope, among others.

Since it's Champion International's philosophy to do business through our companies, we're happy that they're well known—and their names are well respected.

By bringing together their collective marketing and management talents in closely related fields, each company benefits from the others.

This harmonious interaction of capabilities has helped Champion International become a vital $2.2 billion corporation in just seven years.

It's also helped make us number 64 on Fortune's list of the top 500 corporations.

And that makes us a good name to know.

Building Materials. U.S. Plywood, Weldwood of Canada, Roberts Consolidated Industries, Lewers & Cooke, Setterstix, Chemware, Del Mar, Gordon/Karpen.

Paper & Allied Products. Champion Papers, Nationwide Papers, Federal Office Products, DairyPak, Federal Envelope, Champion Packages.

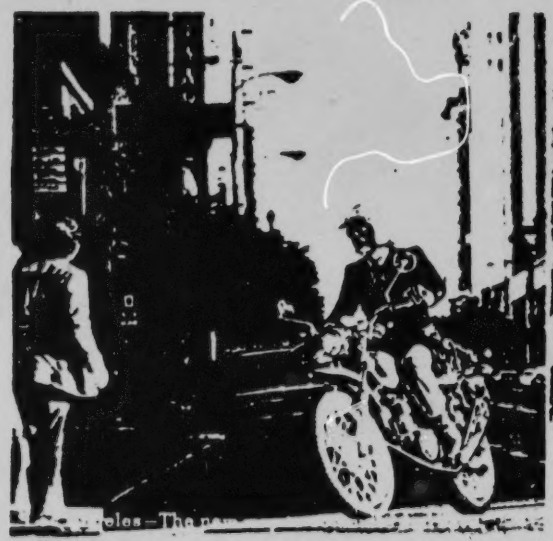
Furnishings. Drexel Heritage, Meadowcraft Casual Furniture, Trend Carpet, Roxbury Carpet, Triton Carpet.

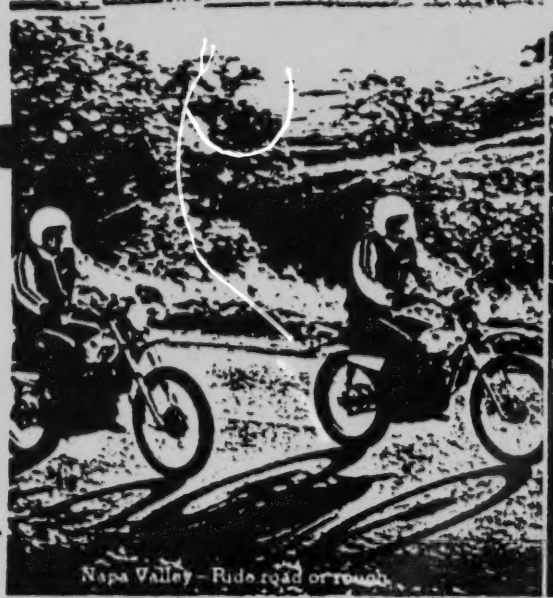
© 1974 Champion International Corporation

Champion International
Our names are making a name for us.

31

Good things happen •on a Honda.





Wherever you go these days, you see more people riding Honda motorcycles. All kinds of people. Workers. Students. Executives. Youngsters. And, quite a few more women.

Why? Because of the good things they're discovering.

Economy, for one. A Honda four-stroke engine just sips gas to go for miles.

Dependability. No one else has Honda's reputation in that area.

Choice. Honda offers the world's largest selection of models. A bike for every rider.

Service. Honda has more friendly dealers throughout the United States to get you started and keep you going.

Fun. That's the best thing of all. Whether you ride a Honda to get to work or to get away, you just seem to enjoy the ride a little more.

Try it yourself. Visit the Honda dealer in your neighborhood.

And let the good things start happening to you.

HONDA

Title American Graffiti

Introduction

Our society has different ways of telling us what activities, characteristics, and attitudes are or should be appropriate for boys and girls. The following unit allows the students explicitly to recognize these societally determined differences.

Objectives

Students will share values, experiences, and points of view regarding sex role distinctions.

Students will hypothesize past and future sex role distinctions based on their own experiences.

Time On-going class time

Materials: large sheets of paper

Procedure

Step 1 - This activity is intentionally loosely structured to allow for spontaneity and open-ended discussion. Post large sheets of paper for students' graffiti. Head each sheet with a provocative phrase dealing with sex roles. See the next page for suggestions. Leave them up for a few days for students to scribble spontaneous reactions.

Step 2 - Discuss the following questions. What does our graffiti show us about sex stereotypes? Could the words "boy" and "girl" be changed in many of the graffiti? Why or why not? Do you think people your age in other countries would write the same graffiti messages? Why or why not? What do you think graffiti of the future will say? How do you show your masculinity? feminity?

Adapted from Law in American Society. Volume III, #3, p. 41.

American Graffiti

A girl should be...	A boy should be...
Because I'm a girl I would...	Because I'm a boy I would...
Because I'm a girl I would not...	Because I'm a boy I would not...
I'm glad I'm a girl because..	I'm glad I'm a boy because...
If I were a boy I'd...	If I were a girl I'd...
I would be upset if my girlfriend...	I would be upset if my boyfriend...

Title BIOGRAPHIES OF GRANDPARENTS *

Introduction

One of the more enlightening experiences for a student is to be able to get away from the "here and now." Asking a member of an older generation to tell about how he or she grew up and what problems had to be confronted offers great potential for developing comparisons across generations. Moreover, it often can become an exciting activity that the whole family can enjoy.

Objective

Students will make comparisons between their own personal experiences and those of preceding generations.

Time

Two or three weeks for biography data collection outside class and writing the biography
One day for preparing chart and sharing in small groups
One day for de-briefing

Materials Student Handouts (6:3 and 6:4): "Biographies of Grandparents" and "Similarities and Differences Across Generations"

Procedure

Step 1 - Allow 2-3 weeks for preparation of the biographies. Each week progress reports may be collected by the teacher. Some students may need additional time to write a letter to grandparents, etc.

Step 2 - To prepare students for interviewing, you may wish to bring an elderly person to class for a "practice" interview.

Step 3 - After the biographies have been prepared, have students complete the attached chart. The last three categories will involve speculation as to the student's future.

Step 4 - Small groups can be formed for students to determine the degree of similarity of experience to the grandparents' generation. What statements can they make about growing up in the past?

Step 5 - The class discussion should be based on comparison with past. What freedoms do students enjoy today? Do parents have some additional restrictions? How can you explain these changes in life styles? Has there been an improvement?

NOTE: In testing this activity we've had biographies of grandparents

whose marriages were arranged, a "mail-order bride," and rural-partnerships typical of years ago. Students have brought pictures, family albums and reunion programs to class. These situations contrasted with the fast-paced nature of "urban-living today will hopefully provide students with valuable cross-generation comparisons.

* Adapted from Sharon Menard's mini-course, 'Women in the American Culture."

BIOGRAPHIES OF GRANDPARENTS

This project will require individual research. If your grandparents live nearby, go out and interview them. (Use a tape-recorder if you like.) If they don't live nearby, your job is a little tougher. You'll either have to write to them, or rely on your memory and talk to your parents and other relatives to find out the information you'll need to know.

Divide your biography into several chapters:

1. EARLY LIFE

   Where were your grandparents born? Where did they spend most of their lives? Did they grow up in a rural (country) or urban (city) environment?
   To ask Grandfather: What kinds of activities did you do with your father/mother?
   To ask Grandmother: What kinds of activities did you do with your father/mother?
   To ask both: What kinds of activities did you do for fun?

2. TEENAGE YEARS

   How old were you when you went on your first date? What clubs did you belong to? Did you finish high school? What activities were available for teenagers? What kind of transportation was available? What was your first job? Was there a "generation gap" between your grandparents and their parents? What do you remember about clothing styles? What differences or similarities do you see between your "teenage years" and your grandchildren's? What are some things that girls can do today that they couldn't when you were young?

3. MARRIAGE/FAMILY

   How did you meet your spouse? How old were you when you were married? What qualities attracted you to one another? How soon did you have a family? How many places did you live? What ideas did you think were important in raising children? What advice did you give? Did your children take your advice?

4. EARNING A LIVING

   How did you choose an occupation? What kind of help did you have getting started? How many different jobs did you have? If you were a young person today, what kind of job would you choose?

5. FINAL CHAPTER

   You decide what's important for ending your grandparents' biography.

CS: WOMEN 9/75 SIMILARITIES AND DIFFERENCES BETWEEN GENERATIONS STUDENT 6:4

	SIMILARITIES TO MY LIFE	DIFFERENCES FROM MY LIFE
EARLY LIFE		
ADOLESCENCE		
MARRIAGE/FAMILY		
EARNING A LIVING		
FINAL CHAPTER		

THE UNITED STATES VS. SUSAN B. ANTHONY (I)

(A play in two versions)

THE BACKGROUND - the year 1872

On one of the last days for voter registration in Rochester, New York, Susan Anthony got her two sisters and a dozen other women residents and together they marched through a crowd of gaping men in a barber shop and demanded that they be registered as voters. The election board offered a few faint objections, but Susan read them the Fourteenth Amendment and the article in the State Constitution regarding the election oath. As neither document contained any sex qualifications Susan warned the men that if they refused to register the women she would swear out warrants for their arrest and pay the whole cost of the suits herself. The men then agreed to register them and on election day permitted them to vote. Every paper in the country carried sensational stories, most of them demanding that the women, especially Susan Anthony, be severely punished. About two weeks after the election a United States deputy marshal called at the Anthony home and informed Susan that she was under arrest for illegally voting.

THE INDICTMENT

...'without having a lawful right to vote in said election district the said Susan B. Anthony, being then and there a person of the female sex, as she, the said Susan B. Anthony, then and there well knew contrary of the statute of the United States of America in such cases made and provided, and against the peace of the United States of America...did knowingly, wrongfully and unlawfully vote...."

CHARACTERS

Clerk
Henry Selden - defense lawyer
Judge Hunt
Susan Anthony
Richard Crowley - district attorney - prosecution Lawyer
Narrator
Jury

INFORMATION FOR THE DEFENSE

The indictment charged Susan with having voted in defiance of a Statute of the United States. However, the original Constitution claimed little power over the election laws of the separate states. It provided that U. S. Senators must be elected by the state legislatures, but left members of the House of Representatives, the state legislatures themselves and all state officials to be chosen or appointed by the citizens, all of them or only some of them depending on what each state preferred. The law under

which she was arrested was passed in 1870 to halt the voting of southern rebels following the Civil War.

Susan's defense was based on the 14th and 15th Amendments. Examine these to see if they limit the rights of women.

INFORMATION FOR THE PROSECUTION

Susan was arrested for violation of Section 19 of an Act of Congress which required that anyone voting knowingly without having the lawful right to vote was guilty of a crime and on conviction would be punished by a fine not exceeding $500, or by imprisonment not exceeding three years. The law was passed in 1870 to halt the voting of southern rebels following the Civil War.

Women had not been given the right to vote in New York. Examine the 14th and 15th Amendments to see if they give women the right to vote and the section of the Constitution dealing with elections.

THE UNITED STATES VS. SUSAN B. ANTHONY[1] (2)

CHARACTERS

Clerk
Henry Selden - defense lawyer
Judge Hunt
Susan Anthony
Richard Crowley - district attorney, prosecution lawyer
Narrator
Jury

THE TRIAL

Narrator: Evidence has been presented in the case of the United States vs. Susan B. Anthony and the lawyers are now making their summary statements. The defense lawyer, Henry Selden speaks:

Selden: The only crime Miss Anthony is guilty of is that she is a woman. If the same act of voting had been done by her brother under the same circumstances, the act would have been honorable, but having been done by a woman it is said to be a crime. I believe this is the first time in which a woman has been brought into a criminal court, merely on account of her sex. Miss Anthony voted in good faith, believing that the U. S. Constitution gave her the right to vote. (sits down)

Narrator: The prosecution lawyer, Richard Crowley, summarizes the case against Miss Anthony:

Crowley: Miss Anthony's intentions may have been good, but we are not here to argue what her intentions were. By voting, for whatever reasons, she violated a law of the United States and is therefore guilty of a crime. (sits down)

Judge Hunt: (pulls out a sheet of paper and reads from it) The right or privilege of voting is a right given under the constitution of the State, not of the United States. The legislature of the state of New York has seen fit to say that voting shall be limited to the male sex. If the 15th Amendment had contained the word "sex" the argument of the defendent would have been correct. The 14th Amendment gives no right to a woman to vote and the voting of Miss Anthony was in violation of the law. She was not ignorant of the facts. Upon this evidence, I suppose there is no question for the jury and that the jury should be directed to find a verdict of guilty.

Selden: (jumping to his feet) The jury should determine whether or not the defendent is guilty of any crime!

[1]Adapted from account given in Lutz, Alma, Susan B. Anthony. pp. 209-213.

Judge Hunt: The question, gentlemen of the jury, is a question of law and I have decided as a question of law that the 14th Amendment did not protect Miss Anthony's right to vote. And I have decided also that her belief and the advice which she took does not protect her in the act which she committed. If I am right in this, the result must be a verdict on your part of guilty and therefore I direct that you find a verdict of guilty.

Selden: (again jumping to his feet) That is a direction that no court has power to make in a criminal case. The jury must decide.

Judge Hunt: Take the verdict, Mr. Clerk.

Clerk: Gentlemen of the jury hearken to your verdict as the Court has recorded it. You say you find the defendant guilty of the offense whereof she stands indicted, and so say you all.

Selden: (protesting) The Court has no right to make such a direction. I insist that the jury be polled.

Judge Hunt: No! Gentlemen of the jury, you are discharged.

Narrator: The jurymen file out of the jury box and leave the courtroom. The next day Judge Hunt is preparing to pronounce the sentence against Susan:

Selden: My defendant has been denied a right of trial by jury, I move for a new trial.

Judge Hunt: Motion denied. Will the defendant please rise.

(Susan Anthony stands)

Judge Hunt: Has the prisoner anything to say why sentence shall not be pronounced?

Anthony: Yes, your honor, I have many things to say; for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights are all ignored.

Judge Hunt: I cannot listen to a rehearsal of arguments your lawyer has already presented.

Anthony: May it please your honor, I am not arguing the question but simply stating the reasons why sentence cannot in justice be pronounced against me. Your denial of my citizen's right to vote is the denial of my right of consent as one of the governed, the denial of my right of representation as one of the taxed, the denial of my right to a trial by a jury of my peers....

Judge Hunt: The Court cannot allow the prisoner to go on, please sit down.

Anthony: (ignoring his command to sit down) I speak for all women who are under the yoke of laws made by men...

Judge Hunt: The Court must insist the prisoner has been tried according to established forms of law.

Anthony: Yes, your honor, but by forms of law all made by men, interpreted by men, carried out by men, in favor of men and against women....

Judge Hunt: (shouting) The Court orders the prisoner to sit down. It will not allow another word.

Anthony: (pays no attention to judge) When I was brought before your honor for trial, I hoped for a broad and liberal interpretation of the Constitution and its recent amendments that should declare all United States citizens under its protection. I hoped to find an equality of rights guaranteed to all persons born or naturalized in the United States. But failing to get this justice - failing, even, to get a trial by a jury not of my peers - I ask not leniency at your hands - but rather the full strength of the law.

Judge Hunt: (exasperated) The Court has heard enough. The prisoner will sit down.

(Susan Anthony sits down)

Judge Hunt: The prisoner will stand to hear the sentence. You are hereby ordered to pay a fine of $100 and the costs of prosecution.

Anthony: May it please your honor, I shall never pay a dollar of your unjust penalty. I will continue to urge all women to recognize the old revolutionary slogan that "resistance to tyranny is obedience to God."

Judge Hunt: The Court will not require that the defendant be imprisoned until she pays the fine. Court is dismissed.

Narrator: This clever move, to not give Susan the alternative of paying the fine or going to jail, was obviously planned in advance. It made it impossible to carry the case to the United States Supreme Court.

Title: Household Duties: Which Are for You?

Introduction:

The division of labor has varied among societies. Whatever the family structure or the societal structure, everyone fills certain roles. In traditional societies, these roles are handed down from generation with virtually no individual choice available. In every culture the roles people fill are partially divided along sex lines--though some societies are more flexible than others. On the handout you will be asked to consider responsibilities of men and women in carrying out household tasks in our society today.

Objectives:

Students will hypothesize whether household duties should be sex related.

Students will compare personal viewpoints with those of the class.

Students will determine personal values relating to household duties.

Time: One class period

Materials: Questionnaire relating to household duties.

Procedures:

1. Provide introduction and hand out the list on which students record their individual responses.

2. Tally the class responses on a chart on the board or a transparency.

3. Discuss the results:

   A. Which duties are perceived as primarily female?
   B. Which duties are perceived as primarily male?
   C. How many duties has the class indicated should be shared by husband and wife?
   D. How are these answers different from those your grandparents might have given?
   E. Why do you think families are sharing more responsibilities than in the past?

4. For follow-up, look at handout--A Comparison of 1930 and Today: Roles of Women.

HOUSEHOLD DUTIES: WHICH ARE FOR YOU?

YOUR SEX: Male_____

Female_____

Husband	Wife	Both	Check whom you expect to assume the following roles if you marry.
			1. Breadwinner
			2. Changing diapers
			3. Responsibility for meals
			4. Grocery shopping
			5. Taking out trash
			6. Mowing the lawn
			7. Gardening
			8. Maintenance of car
			9. Vacuuming and cleaning
			10. Paying bills
			11. Final authority of conflicts in decisions
			12. Discipline of children
			13. Cleaning the garage
			14. Dealing with plumbers, electricians, etc.
			15. Selecting children's clothing
			16. Chauffering children to doctors and activites

Title THE LAW AND PARENTHOOD[1]

Introduction

Because our society assigns certain sex roles to men and different sex roles to women, and often defines proper behavior legally, individuals may be hampered in the exercise of what they see as their basic human rights. The following cases demonstrate how individuals may feel personally harmed by laws and rules that are based on sex role stereotyping.

Objectives

Students will articulate and share their own points of view about parenthood via two case studies.

Students will make and defend decisions regarding discrimination based on sex.

Materials Copies of the two case studies: "Case #1 The Right of a Father to Child Care Leave" and "Case #2 Mrs. Mary Morgan's Case"

Procedure

Step 1 - Divide the class into two groups.

Step 2 - One group should read "The Right of a Father to Child Care Leave" and the second group should read "Mrs. Mary Morgan's Case."

Step 3 - Each group now becomes a jury. Have each group select a foreman/forewoman. Each group should make a decision for its case and respond to the questions following each case study.

Step 4 - Bring both groups together. Have each group summarize its case and decision.

Step 5 - Final de-briefing should center around the following questions:

1. What do the cases presented have in common? What are the differences?

2. Should an employer treat employees differently on the basis of sex?

[1]Adapted from Law in American Society, September 1974, "Justice for Women," pp. 42-43.

CASE #1 THE RIGHT OF A FATHER TO CHILD CARE LEAVE *

Gary Alleman is a teacher in New York City. He and his wife had a baby in 1969. Before the 1970 school year began, Mr. Alleman applied to take an unpaid leave from his job to care for his baby. He was told by the School Board that he would simply have to quit his job. The New York Schools have a policy allowing women to go on leave in order to care for young children; the women may substitute teach during this time and return to their jobs when their children are older without losing seniority or other rights. The Board refuses to grant this right to fathers. Mr. Alleman argues that he is being discriminated against because of his sex--a discrimination outlawed by the 1964 Civil Rights Act.

He and several people from the school district are discussing the problem, hoping to keep it from going to court.

Role-Players:
Mr. Alleman
Mrs. Alleman, who wishes to continue her own job elsewhere
Ms. Cleary, a female teacher who believes men should have the right to child care leaves
Mr. Steiner, the School Board representative who will try to defend the view that such leaves would be impractical, and that to distinguish between mothers and fathers in this matter is reasonable
Mr. Dorn, a male teacher who agrees with the Board
Ms. Ridgeway, the principal of Mr. Alleman's school
Ms. Jensen, a department head at Mr. Alleman's school who feels that granting child care leaves to men would be impractical, causing too much disruption of school staffs, and that this might cause everyone, including mothers, to lose the privilege.

Consider the following questions:

1. What is the issue to be decided in this case? What are some of the interests of the different people involved in the case?

2. What do you think are the school board's reasons for not allowing a male teacher to take "paternity" leaves of absence?

3. What is the policy in your school district?

* Reprinted from Law in American Society, September, 1974, "Justice for Women," page 43.

CASE #2 MRS. MARY MORGAN'S CASE

Mrs. Mary Morgan, a teacher at Lincoln Elementary School, became pregnant shortly after the start of the school year. According to the school district's regulations, a teacher may elect to take a maternity leave upon certain conditions. Mrs. Morgan did not elect to do so since she anticipated the birth of her child during the month of June, when school would be dismissed for the summer.

However, the Board cited another regulation in its policy covering pregnancy: "Teachers shall be required to vacate their positions on the fifth month of the pregnancy."

Mrs. Morgan produced letters from her physician attesting to her good health and her ability to continue with her teaching duties. The Board allowed her to continue teaching pending the arbitration decision.

Consider the following questions:

1. What is the issue to be decided in this case? What are some of the interests of the different people involved in this case?
2. What do you think are the school board's reasons for wanting pregnant teachers to leave their jobs in the fifth month of pregnancy?
3. What are Mrs. Morgan's reasons for wanting to continue her job?
4. What is the policy in your school district?

CS: WOMEN 9/75 TEACHER 10:1

Title ROLE REVERSALS: AUSTRALIA'S BUSY WIFE/HUSBAND[1]

Introduction

The woman's role as junior partner and help-mate in the marital relationship is so deeply ingrained in our experience that we normally do not stop to think how inferior the women's position can be--until we look at a case where the roles of husband and wife are reversed.

Objectives

Students will make hypotheses about how language has been used as a tool of prejudice.

Students will demonstrate an understanding of "role-reversal" and apply this concept to a new, different situation.

Materials Student Handouts: "Australia's Busy Wife" and "Australia's Busy Husband"

Procedure

Step 1 - Pass out the first article, "Australia's Busy Wife." Pose the following questions:
a. What activities fill Mrs. McMahon's time?
b. Would you enjoy living such a life? Why or why not?

Step 2 - Pass out the second article, "Australia's Busy Husband." Pose the following questions:
a. Have you changed your mind about the role of Mrs. McMahon by looking at her with masculine pronouns?
b. What impressions does the article leave about Mr. McMahon?

Step 3 - Which "Life" seems more fulfilling to you? Why?

Follow-up

Find a similar article from the Denver Post, The Rocky Mt. News, or your local newspaper. Have students reverse the pronouns. What can we discover about sex-roles by reversing the pronouns in the article?

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[1]Source: Canberra, "Australia's Busy Wife." Christian Science Monitor, June 15, 1971.

AUSTRALIA'S BUSY WIFE

Mrs. Sonia Rachel McMahon, wife of Prime Minister William McMahon, is tall, slim, and blond with a warm smile, lively eyes, and a friendly, relaxed manner that gives no hint of her fast-paced life.

Mother of two small children, she is deeply involved in her husband's life, and travels with him wherever she can. She spends much of her time commuting by air between their home in Sydney and the Prime Minister's official residence in the national capital, Canberra, and in fulfilling engagements in other state capitals and towns of Australia. One thousand miles a week is an average schedule.

A close and devoted couple, Mr. McMahon seeks to involve her in his public appearances. Mr. McMahon took over as Prime Minister of Australia on March 10, 1971.

On that day, about an hour after Mr. McMahon had been chosen as parliamentary leader of the Liberal Party--which automatically ensured his being Prime Minister -- Mrs. McMahon was at his side facing television lights, press photographers, microphones, and tape recorders as he gave his first news conference. She was with him at other news conferences in the next few hectic days and also held her own.

In the weeks since March 10, she has been busy answering a film-star-size fan mail that has arrived from all over Australia and the world, traveling with him on electioneering tours, watching him in Parliament, constantly sharing his political life at functions, meeting and entertaining people. She believes firmly in being with her husband and being behind him in all he does.

Her children, Melinda Rachel $4\frac{1}{2}$, and Julian Dana William, aged 3 (in July, 1971), share her life as much as possible. When she has to be away from Sydney, the children are looked after by a nurse and housekeeper. When they can, the whole family likes to relax around the swimming pool in the garden of their home in Bellevue Hill, one of Sydney's harborside suburbs.

Mrs. McMahon dovetails her domestic and political commitments expertly, always presenting a calm, well-groomed, poised front to the world. Her dress sense is well developed and she is not afraid of eye-catching fashion. In her wardrobe are mini, midi, and maxi, all of which she wears with elegance and dash. Most are Australian designed.

The daughter of Mr. and Mrs. W. E. Hopkins, Mrs. McMahon's childhood was spent mainly in Sydney. Her father is a retired textile merchant and grazier.

Mrs. McMahon was educated in Sydney at Methodist Ladies College, Burwood, where she was the school swimming champion, and at Ravenswood

College, Gordon. She continued her education with a course in occupational therapy, graduating in 1952.

In 1963, Mrs. McMahon went to New York where she worked in the Australian News and Information Bureau, in the Australian Consulate-General. From there she went to Jamaica and began a career in films, working on the production side for Twentieth-Century Fox Films as assistant to the location manager.

Plans for making a film at Broken Hill, the mining city in the hot, dry western outback of New South Wales, brought her back to Australia in 1965. She gave up her career when she met her husband, then Minister for Labor and National Service. They became engaged in October and married in December, 1965.

Since their marriage, Mr. and Mrs. McMahon have been packing and unpacking suitcases all around the globe. In 1967, when Mr. McMahon was Treasurer, they went to Rio de Janeiro and Trinidad. In 1968, they went to Germany, Switzerland, London, and Washington.

Mrs. McMahon enjoys meeting people. Easy to talk to and with an ability to put people at ease quickly, she is much in demand as a guest speaker and guest of honor at charity and social functions. Much of her time is devoted to helping organizations that help the sick and handicapped, poor and old, and which promote cultural activities.

As wife of the Prime Minister, she now has to cope with two homes--the Prime Minister's official residence, the Lodge, in Canberra and their home in Sydney. In the past few years Mrs. McMahon has been busy decorating their own home where she has mixed antiques and contemporary furniture and furnishings in an exciting way.

She likes entertaining, especially at small dinner parties. One of her biggest occasions was in June, 1969, when the meeting of the Asian Development Bank was held in Sydney and she was hostess.

As the Prime Minister's wife, she will continue to go on entertaining diplomatic and political personalities with poise and style. One of her first official duties was a formal dinner at the Lodge early in April for Prince Philip. She quickly won friends among women journalists in Canberra when, for the first time, they were invited to the Lodge, to see the table setting for the dinner.

On this occasion she chose as her theme the Super Star rose, a coral color. The gown she wore matched the color of the roses which were massed in the reception rooms.

The journalists came away enthusiastic, all agreeing that in Mrs. McMahon, Australia has an elegant, young hostess who will be an unqualified success.

MEN TODAY: AUSTRALIA'S BUSY HUSBAND[1]

Mr. William McMahon, husband of Prime Minister Sonia McMahon, is tall, slim, and blond with a warm smile, lively eyes, and a friendly, relaxed manner that gives no hint of his fast-paced life.

Father of two small children, he is deeply involved in his wife's life, and travels with her wherever he can. He spends much of his time commuting by air between their home in Sydney and the Prime Minister's official residence in the national capital, Canberra, and in fulfilling engagements in other state capitals and towns of Australia. One thousand miles a week is an average schedule.

A close and devoted couple, Mrs. McMahon seeks to involve him in her public appearances. Mrs. McMahon took over as Prime Minister of Australia on March 10, 1971.

On that day, about an hour after Mrs. McMahon had been chosen as parliamentary leader of the Liberal Party--which automatically ensured her being Prime Minister--Mr. McMahon was at her side facing television lights, press photographers, microphones, and tape recorders as she gave her first news conference. He was with her at other news conferences in the next few hectic days and also held his own.

In the weeks since March 10, he has been busy answering a film-star-size fan mail that has arrived from all over Australia and the world, traveling with her on electioneering tours, watching her in Parliament, constantly sharing her political life at functions, meeting and entertaining people. He believes firmly in being with his wife and being behind her in all she does.

His children, Melinda 4½, and Julian, aged 3 (in July, 1971), share his life as much as possible. When he has to be away from Sydney, the children are looked after by a nurse and housekeeper. When they can, the whole family likes to relax around the swimming pool in the garden of their home in Bellevue Hill, one of Sydney's harborside suburbs.

Mr. McMahon dovetails his domestic and political commitments expertly, always presenting a calm, well-groomed, poised front to the world. His dress sense is well developed and he is not afraid of eye-catching fashion. In his wardrobe are mini, midi, and maxi, all of which he wears with elegance and dash. Most are Australian designed.

The son of Mr. and Mrs. W. E. Hopkins, Mr. McMahon's childhood was spent mainly in Sydney. His father is a retired textile merchant and grazier.

Mr. McMahon was educated in Sydney at Methodist Men's College, Burwood, where he was the school swimming champion, and at Ravenswood College,

[1] Adapted from the original by Helene Olejniczak, Cherry Creek Schools.

Gordon. He continued his education with a course in occupational therapy, graduating in 1952.

In 1963, Mr. McMahon went to New York where he worked in the Australian News and Information Bureau, in the Australian Consulate-General. From there he went to Jamaica and began a career in films, working on the production side for Twentieth-Century Fox Films as assistant to the location manager.

Plans for making a film at Broken Hill, the mining city in the hot, dry western outback of New South Wales, brought him back to Australia in 1965. He gave up his career when he met his wife, then Minister for Labor and National Service. They became engaged in October and married in December, 1965.

Since their marriage, Mr. and Mrs. McMahon have been packing and unpacking suitcases all around the globe. In 1967, when Mrs. McMahon was Treasurer. they went to Rio de Janeiro and Trinidad. In 1968, they went to Germany, Switzerland, London, and Washington.

Mr. McMahon enjoys meeting people. Easy to talk to and with an ability to put people at ease quickly, he is much in demand as a guest speaker and guest of honor at charity and social functions. Much of his time is devoted to helping organizations that help the sick and handicapped, poor and old, and which promote cultural activities.

As husband of the Prime Minister, he now has to cope with two homes--the Prime Minister's official residence, the Lodge, in Canberra and their home in Sydney. In the past few years Mr. McMahon has been busy decorating their own home where he has mixed antiques and contemporary furniture and furnishings in an exciting way.

He likes entertaining, especially at small dinner parties. One of his biggest occasions was in June, 1969, when the meeting of the Asian Development Bank was held in Sydney and he was host.

As the Prime Minister's husband, he will continue to go on entertaining diplomatic and political personalities with poise and style. One of his first official duties was a formal dinner at the Lodge early in April for Prince Philip. He quickly won friends among male journalists in Canberra when, for the first time, they were invited to the Lodge, to see the table setting for the dinner.

On this occasion he chose as his theme the Super Star rose, a coral color. The tuxedo he wore matched the color of the roses which were massed in the reception rooms.

The journalists came away enthusiastic, all agreeing that in Mr. McMahon, Australia has an elegant, young host who will be an unqualified success.

Title "EQUAL RIGHTS IN THE CRADLE"[1]

Introduction

Although equal rights for women are included in the Indian Constitution, the task of extending meaningful equality for women to India's 600,000 villages is proving slow. Inequality begins at birth. Too many families want at least two sons, and for them daughters are just extra mouths to feed. A study in Punjab, one of India's best-fed states, showed that ten times as many female infants as male infants died of nutritional morasmus.

This is true not only in India but in many parts of the world where ignorance is responsible for perpetuating prejudices against females.

The babies in this slide are 2 year old twins: the one on the left, a girl, the one on the right, a boy, both raised at home. The picture was taken in the nutritional rehabilitation center at Campbell Hospital, Jammalamadugu, in Southern India. The difference in their condition is entirely due to the fact that the boy was nursed first and fed first, his sister getting what was left over. Notice that the mother who holds the little girl in her lap and the twins' big brother, who holds the boy in his lap, are lavishing their attention on the crying boy, while the apathetic little girl is scarcely noticed.

Beliefs and attitudes take decades and centuries to develop, but hopefully it will not take long to change some of the more harmful ones. Hopefully, one day in the not-too-distant future, equal rights will start in the cradle for all.

Objectives

Students will be able to articulate the tragic effects of early sex discrimination.

Students will be able to hypothesize reasons for sex discrimination beginning at such an early age in India.

Time One half to one day

Materials Slide--Twins in Jammalamadugu Hospital and Student Handout: "Two Infants"

Procedure

Step 1 - Show the slide to the class. Distribute copies of the Student Handout, "Two Infants."

Step 2 - Individually, students should answer the following questions:

[1]Adapted from "Third World Woman, UNICEF News, July, 1973 (p. 17).

1. Where do you think this picture was taken?
2. Who are the four people in the picture?
3. How old are the two infants?
4. In what ways are the two infants alike?
5. In what ways are the two infants different?
6. What is the sex of each infant? (Which is a boy? Which is a girl? Are they both boys? Are they both girls?

Step 3 - Next have students share their responses in a class discussion. Spend some time probing student answers to questions #5 and #6. Students should realize that the infant on the right looks healthier, even though he's crying, than the one on the left. Reveal to the students that the infant on the right is a boy and the one on the left, a girl. Have students point out the differences in the appearance of the two infants. What do they think accounts for these differences in appearance? Hypothesize reasons for the male infant appearing healthier than the female. Reveal that the two infants are twins. The mother is holding the girl, the older brother is holding the boy.

Step 4 - Reveal the rest of the story about the family. Hypothesize reasons why the mother would nurse and feed her son first, before her daughter. Ask the students if they think this kind of "girls last in line" behavior continues throughout the little girl's life. Do you think the little girl will go on to school? Will she do well in school? What will be her chances of a successful career? If you could, how would you go about educating this mother (and many others like her) in India? Equally important, how would you go about changing the situation that produced this slide?

Step 5 - Culminate the activity by emphasizing that changes take time and that discrimination does begin in the cradle.

TWO INFANTS

1. Where do you think this picture was taken?

2. Who are the four people in the picture?

3. How old are the two infants?

4. In what ways are the two infants alike?

5. In what ways are the two infants different?

6. What is the sex of each infant? (Which is a boy? Which is a girl? Are they both boys? Are they both girls?)

Title GLOBAL LITERACY

Introduction

In 1960, 58% of illiterates were women; by 1970 the figure had risen to 60%. Although the world-wide rate of illiteracy may well decline by 1980 to 29% because of the expected increase in population, the actual number of illiterates will increase. The estimate is that 820 million adults will be in this group.

Literacy rates vary from continent to continent, from country to country, and according to whether one is male or female. By looking at the overall rates of literacy for the various continents and the differences between male and female illiteracy on those continents, we can speculate about the values and traditions of the people in those areas.

Objectives

Students will interpret statistical data, specifically literacy rates around the world.

Students will develop hypotheses about literacy differences in various areas of the world and between men and women.

Time One day

Materials Student Handout (12:3)

Procedure

Step 1 - Your class needs to know the definitions of literacy and illiteracy. Have one student look up the definitions and share them with the rest of the class.

Step 2 - Have the students study the bar graph, "Male and Female Adult Illiteracy around 1970."

Step 3 - Ask the following questions, making sure the students understand the graph:

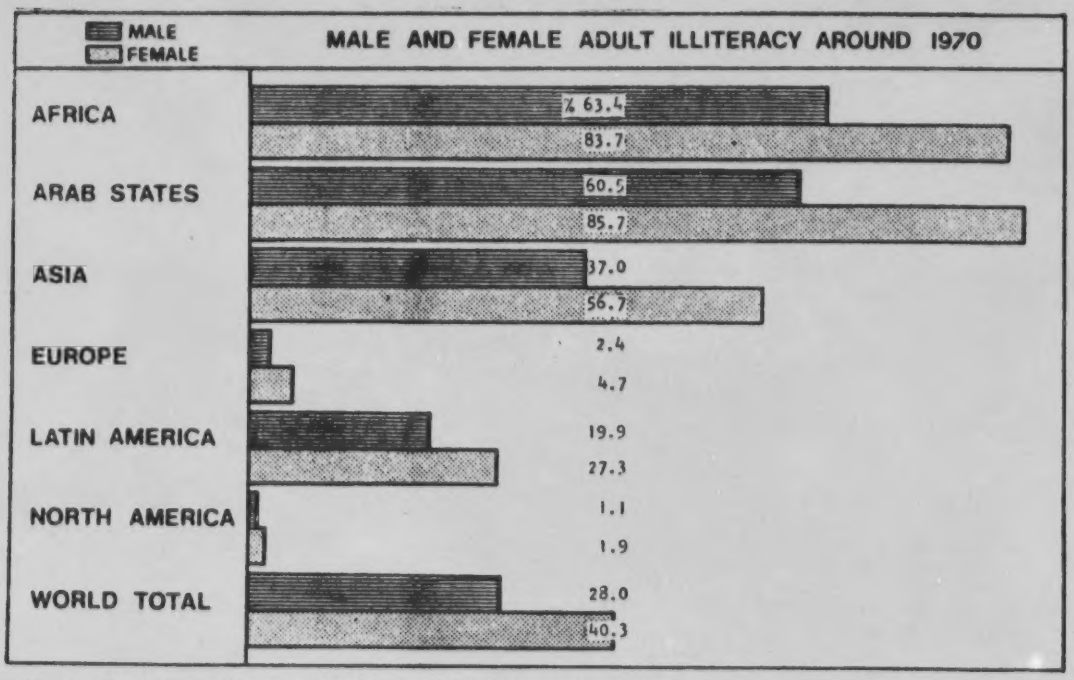
1. In what area of the world is illiteracy highest for women? (Arab States) For men? (Africa)
2. In what area of the world is illiteracy lowest for women? (North America) For men? (North America)
3. In which area of the world do you find the greatest difference in illiteracy between men and women? (Arab States)
4. Is there any area in the world where illiteracy rates for men and women are equal?
5. Have the class hypothesize the reasons for illiteracy.
6. Have the class hypothesize the reasons for the difference between male and female illiteracy.

7. What does the following phrase mean?

"Educate a man and you educate one person; educate a woman and you educate a nation."

"Educate a man and you educate one person; educate a woman and you educate a nation."

--- African Proverb



This chart is reprinted with permission from the July 1974 issue of *Common Concern*, published by the World YWCA. The figures were taken from "Learning to be" by UNESCO.

"Literate" refers to the ability to read and write. "Illiterate" describes those who can not read or write.

1. In what area of the world is illiteracy highest for women? For men?

2. In what area of the world is illiteracy lowest for women? For men?

3. In which area of the world do you find the greatest differences in illiteracy between men and women?

4. Is there any area in the world where illiteracy rates for men and women are equal?

5. Hypothesize reasons for illiteracy.

6. Hypothesize the reasons for the differences between male and female illiteracy.

7. Based on this graph, what do you think the following African proverb means?
   "...Educate a man and you educate one person; educate a woman and you educate a nation...."

Title MAKING GRAPHS

Introduction

Differences exist between the ways women live in the developing and developed areas. These differences perhaps become most apparent when we express them graphically.

Objectives

Students will demonstrate ability to show the relationship of ideas through developing a graph.

Students will discuss the differences between the life styles of women in developing countries and those in their community.

Time One day

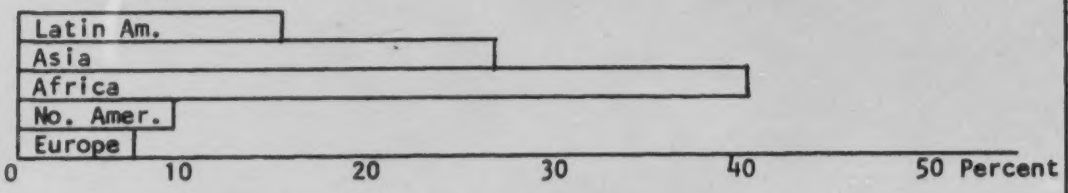
Materials Graph paper and the Student Handout, "Making Graphs"

Procedure

The teacher will direct students to put statistical information from a card onto a bar graph. Graph paper should be used for this project.

Students' graphs should look something like this:

#1 Percentage of women between the ages of 15 and 19 who are married, divorced, or widowed.



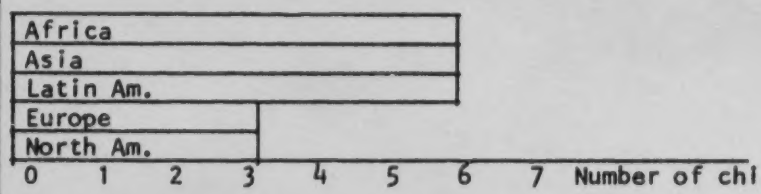
Points to bring out in discussion:

1. What do you think are the chances that someone of your age will be widowed, divorced or married by age 19?

2. What would be the chances of someone your age being married, divorced, or widowed if you lived in Africa?

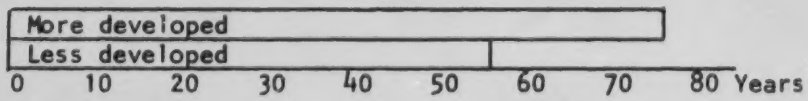
#2 Average number of children

NOTE: Teacher may want students to average figures on this graph.



Hypothesize some reasons why women in underdeveloped countries have more children.

#3 Female Life Expectancy



Hypothesize the reasons why women in developed countries can expect to live longer.

MAKING GRAPHS

LOOK AT THE FOLLOWING DATA FROM THE UNITED NATIONS:

#1. Percentage of women between the ages of 15 and 19 who are married, divorced or widowed.

More developed areas		Less developed areas	
Europe	6.7%	Africa	40.7%
North America	9.9%	Asia	27.9%
		Latin America	15.2%

#2 Average number of children

More developed areas		Less developed areas	
Europe North America	between 2 & 4	Africa Asia Latin America	between 5 & 7

#3 Life Expectancy: Women

More developed areas		Less developed areas	
Europe North America	74 years	Africa Asia Latin America	55 years

WORLD POPULATION: THE FEMININE FACTOR

"How can the world solve its increasing problems of economic and social development, and improve the quality of human life, when hundreds of millions of its children, the new generation of mankind, are born to illiterate, uneducated, untrained mothers who traditionally are responsible for the upbringing of children?

EQUALITY

How can the world increase its food production, when agricultural work is still, in large areas of the world, mainly the responsibility of women who are not only untrained and unequipped, but have to do this work in addition to their heavy responsibilities as mothers and homemakers?

PEACE

How can the world solve its population problems . . . if women do not change their reproductive behaviour?

DEVELOPMENT

International Women's Year will be a time to translate into action the principle of equality of men and women, clearly stated in the United Nations Charter and the Universal Declaration of Human Rights, without which no development effort is likely to succeed."

" Helvi Sipilä,
Asst. Secretary General, U.N.

INTRODUCTION

Middle class Americans consistently look at the childbearing practices of the poor within our own culture as well as the third world and question why those people would want all those children. A comparative study of the roles of women within various cultures may give some answers to this question.

Most Americans have chosen to limit the size of their families partially because children in our culture have increasingly become a liability. In the 1970's the question is often asked, "Can we afford another child?" With our birth rate at its lowest and labor saving technology at its peak, women are taking advantage of opportunities for education and careers which were not available to their grandmothers.

In contrast, in underdeveloped countries children are an economic asset. Seymour Fersh states that in most of Africa, Asia, and South America the only economic asset is the family. Male children are the sole support of aging parents, as well as younger sisters. Conditions which provide for economic security must precede a change in values. A corollary to this situation is the limited roles available to women. Far too often, the fertility patterns of women in the third and fourth world are determined by forces over which they have no control.

Thus, the roles women fill are a reflection of societal values. Studies of the roles of women on a global scale suggest three factors which foster equality for women: career opportunities, education, and a family structure in which males share responsibilities. These factors need further research and clarification. Development of rationales for limiting population growth may be less effective in altering family size than the decisions women will make themselves as their world changes.

Projecting our cultural value of small families will not solve this complex problem. Students should appraoch the problem with some empathy for the values of societies different from our own.

# # # # #

Title: Free A Woman, Free A Nation (by Jacqelyn Johnson, Westminster Public Schools, and Barbara Miller, Aurora Public Schools)

Introduction: Students hypothesize and examine reasons for childbearing through the eyes of three different women immersed in three different cultures. After completing their hypotheses, students are given statements regarding childbearing in India, Nigeria and the People's Republic of China. Students complete this activity by hypothesizing other opportunities for women and cultural attitudes toward child bearing in each respective culture.

Objectives:

1. Given role profiles of three women from three different cultures, students will hypothesize the reasons these women have for bearing children.
2. Given statements from the three cultures these women represent, students will hypothesize about opportunities available to women in India, Nigeria and the People's Republic of China.
3. Students will draw relationships beween attitudes toward childbearing and opportunities available for women in India, Nigeria, and the People's Republic of China.

Time: 3-4 days

Materials: Student Handouts

Raksha
Attitudes Toward Childbearing in India
Kawe
Attitudes Toward Childbearing in Nigeria
Mei-ling
Attitudes Toward Childbearing in the People's Republic of China
Free a Woman, Free a Nation

Activity:

(1) Begin by introducing the topic of childbearing. Why do people choose to have children? Poll some student responses. However, do not dwell on students' personal reasons for desiring children at this time. Activity 58 will deal with personal convictions regarding childbearing in greater detail.

(2) Explain to the class that they are going to look at reasons for childbearing through the eyes of three different women, each immersed in different cultures.

(3) Pass out the story of Raksha in India. As students read her role, have them underline clues in the story Raksha has for bearing children.

(4) The questions at the end of the role can be answered at the teacher's discretion.

(5) Next, in groups of 4-5, have students generate a list of hypotheses about the reasons Raksha has for bearing children.

(6) Caution students about generalizing experiences of one individual to an entire nation. However, ask students to try to put themselves in Raksha's shoes and look at the issue of childbearing through her eyes.

(7) After the groups have reached consensus about Raksha's reasons for having children, put the class's responses on the board.

(8) Next have the students read the handout, "Attitudes Toward Childbearing in India."

(9) Class discussion can focus on the similarities and differences between the groups' hypotheses and the statements on the handout.

(10) Repeat the same procedure for the remaining two profiles, Kawe in Nigeria and Mei-ling in the People's Republic of China. Students should also read the accompanying handouts regarding childbearing in Nigeria and China.

(11) Once the class has discussed all 3 women within their respective cultures, pass out the handout "Free a Woman, Free a Nation."

(12) In groups of 4-5, students should complete the top of the worksheet, "Reasons for Childbearing."

(13) Next, have groups develop hypotheses about opportunities, other than childbearing, Raksha, Kawe and Mei-ling have in their respective cultures.

(14) Finally, students should complete the bottom portion of the worksheet, "What relationship do you see between opportunities for women and attitudes toward childbearing for Raksha, Kawe, and Mei-ling?"

Possible student responses: China

"There are controls in childbearing--governmental and society."
"Children are not necessarily most important aspect of life for each woman. Women are encouraged to work for betterment of state. Status and role are not dependent upon bearing of children."
"When women are encouraged to participate more fully in society, they become more than reproductive instruments."
"Women have attained legal and economic equality since 1949, and are considered vital to the welfare of the state."

"Although we may consider it a lack of freedom, women and the community decide on the number of children to be born during a certain year."
"Women can work with more assurance, knowing that their children are being cared for properly."

Possible student responses: India

"Any status or importance a woman might have or feel is dependent upon her role as childbearer."
"Women have traditionally accepted their role as childbearers. It is difficult to change this perception, or change the educational status of women."
"God wills women to have as many children as possible."
"Children as economic assets--they provide future needs of parents."
"Education is basically for men, not women."

Possible student responses: Nigeria

"The main occupation of women is pleasing their husbands--little if any opportunity for education."
"To be successful, women must have many children."
"Childbearing justifies the existence of women--the state does not encourage women to better themselves."
"Bearing male children is the primary objective in life for women."
"Children are needed for security, and women without children are treated as outcasts."
"Life is centered completely around the home and the family."

(15) Compare the effectiveness of birth control in Nigeria and India with China. Hypothesize why birth control techniques have been more successful in China. (With high infant mortality and the economic necessity of many children, birth control means are probably not the answer in Nigeria and India.)

(16) Hypothesize what conditions would promote both smaller families and equal opportunity for women in developing nations. Encourage answers regarding development and underdevelopment. As a nation industrializes, it needs fewer "hands to work the fields." Dependence on children for economic old age security is replaced by social security and pensions. Before we can expect others to limit the size of their families, there must be conditions which provide for economic security.

(17) As women are integrated into economics of developing nations and assume alternative roles, they will have fewer children. (Our current national birth rate is the lowest in our history. Women can fulfill other roles in our society. Opportunities for women are increasing at a rapid pace. As women enter the professions, they choose to have fewer children.)

RAKSHA

My name is Raksha, and I live in a small village not far from Bombay. I think I am about 25 years old, but I am not sure. I have five children and expect my sixth soon. I will be glad when my pregnancy ends, since I have been weak and ill. The doctor feels that I should not have more children since I am not well, but in our country it is important to have a male child since that is the only way the man's family continues. My mother-in-law lives with me, and she feels that I should have as many children as God gives me. I will do as she says. After all, it is she who has power. My parents paid a dowry for me and arranged my marriage, too, and I must not disappoint them.

Some women in my country hold jobs, and a few go to school. Women work in factories, hospitals, and offices, something they never would have done 20 years ago. The female literacy rate is still only 18%, however.

Raksha is a real woman who lives near Bombay, India. Based upon what you know about her, answer the following questions.

(1) Why do you think Raksha can only estimate her age?

(2) Why is it important for her to have children?

(3) What is a dowry?

(4) What does literacy mean?

(5) Why do you think the literacy rate is so low for women in her country?

(6) It appears that Raksha's mother-in-law has certain "powers" over her. Why do you think she would tolerate this?

Attitudes Towards Childbearing in India*

(1) More children can earn for the family. The father can also rest if there are more children to earn for him.

(2) A son is important for the family's name. He keeps the "door" open. Many people do not stop having children until a boy comes. At least one son is necessary to keep the family name going.

(3) If there is only one son, then he has the whole economic burden... supporting the family and paying for all the ceremonies such as his sisters' weddings.

(4) If there are only two children, a boy and a girl, and the boy dies, the mother is considered barren.

(5) The advantage of having many sons is that they will have different occupations and earn more.

(6) Having many sons means more fame for the family. This way one's own name remains at the top.

(7) When there are five or six children, a parent can have a peaceful life in old age. Mothers can depend on their sons because they can rightfully claim anything from them.

(8) The biggest advantage of the large family is that when all the brothers unite nobody dares bother them. They can live with power in their hands.

(9) If a woman has many children, others will look up to her. When someone asks a woman if she has children, she can say proudly: "I have many children!"

(10) Suppose a woman has a daughter and a son. If her son dies, then she has only one to look after her. This happens after God may take away one child...If a mother has five children, then at least two or three of the children will live.

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* -- Indiana University, Population Education Project, 1973.

KAWE

I am Kawe, and I live in a northern farming village of my modernizing country. We grow oil palms and farm for a living.

I am now thirty-five years old. I have been married to my husband for 20 years. I am not the only wife of my husband. Even before he married me he already had two wives. I would have been the third except that he divorced the second wife for not bearing a child during the first two years of their marriage. In our society a childless woman is a person to be despised because the spirits did not find her a fitting person and did not wish to be incarnated in her. Both my husband's first wife and I are successful wives, for we have borne children, including sons. Our children can help us farm, can support us in our old age, and can bury us when we die.

My son is going to school to learn to read and write. He needs these skills to become an important person in our village. None of my girls go to school, nor,

I think, have any girls from our village. They need to learn skills to help their husbands-to-be on their farms. Some people say that if the girls get educated they might get bad ideas and elope.

Overall I try to keep my husband happy, provide him with children, who are more precious than wealth to our people, and make him satisfied with the "bride price" he paid for me.

Kawe, like Raksha is a real woman. She lives in Nigeria. Based upon what you know about her, answer the following questions.

(1) Under what conditions did Kawe marry her husband?

(2) Why does Kawe try to keep her husband satisfied with the "bride price" he paid for her?

(3) What is a "bride price?"

(4) Why are girls not encouraged to go to school?

(5) What happens to women in Kawe's society who do not bear children?

Generally parents have a warm attitude towards having children in Nigeria. Whether in the rural or in the urban communities, Nigeria expressed positive attitudes towards having children. If African mothers love their children, African fathers adore them. The high regard in which children are held is reflected in the names usually given them. Typical names for children in Iboland include the following:

Nwakaku, meaning "the child is greater than wealth";
Nwabueze, meaning "children are priceless";
Chinyere, meaning "God's gift".

The first and foremost desire of a married couple is for children; having children is regarded as the chief aim of all marriages. Childlessness therefore is regarded as a disease. A woman who can't have children is treated almost as an outcast and has little influence among her people. She is everywhere despised and distrusted. If she cannot have children, everyone is certain it is her fault. The ancestral spirits will not insert a soul in her womb or do not want to be reincarnated in her. Childlessness often leads to divorce or polygamy.

Only in the large cities in Nigeria do some people among high income groups believe there is a need to limit family size.

As was the belief in ancient Egypt, "child making is a great and most pious think in life for them who think aright, and to live life on earth without a child a very great misfortune and impiety; and he who hath no child is punished by the daimons after death."

Parents want children for many reasons and mothers in particular cherish the idea in spite of the ordeal of childbearing.

Reasons for Having Children in Nigeria

(1) Children are the yardstick for measuring the success of marriage.

(2) Children are a source of social prestige. Parents who have many children are greatly respected, and are addressed by special titles.

(3) Children prove their father's manhood and mother's womanhood and remove the stigma of barrenness. Children prevent accusations of impotence and witchcraft.

(4) Children are of economic value. They are valued for their help on the farm and in the home. In the olden days they could be pawned to pay off a debt.

(5) Children are a great investment. They support the parents in old age and are their heirs for ever. Children perpetuate the family and the family name, and ensure decent burial and fame for their parents.

(6) Since one is sent into the world to be fruitful and multiply, a large family is evidence that one is loved by the gods.

(7) Without children marriage would break up, and even if it continues, the couple would live unhappily.

(8) When parents reach old age, their children are expected to clothe and feed them and to give them comfort. In this sense, children are a sure means of social security, pride and happiness to parents.

(9) Most families have their traditional occupations and parents always wish the skills of their trades to be passed on to their children.

(10) "It is better to accumulate children than to amass wealth", is a common saying among Nigerian people.

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*Excerpted from Ngwobia Uda, Growing Up in Nigerian Culture, University of Ibadan, Institute of Education, Occasional Publication No. 6, 1966, pp. 35-36.

MEI-LING

My name is Mei-ling. Before the revolution of 1949 in my country women were treated poorly. Husbands beat wives, peasants beat children, and mothers-in-law beat their sons' wives. Peasant women worked hard in the fields, or as servants to the wealthy; upper class women did no manual work, but concentrated instead on their families and the raising of children. Some upper class women went to universities, but the main purpose of all women was to produce male heirs to continue the husband's name and control his property. Women were denied education and were supposed to stay at home and be subordinate, one reason for the painful practice of binding the feet of girls.

With the revolution of 1949 came many changes in the status and roles of women. In 1950 the first Marriage Law was passed in my country, by which arranged marriages were abolished and widows given the right to remarry. Women are no longer "commodities" of sorts, but have attained full economic and legal equality. Family planning is considered a vital policy area by the government, both in economic terms, and in national planning that will determine the prosperity of the country and the way of life for future generations. Women have taken the lead in family planning programs, and have full rights in determining the size of their families. This is in accord with state policy, which justifies family planning as leading to the emancipation of women, based on their equal rights to study, participate in political decisions, exercise their social conscience, and work to build a socialist society. Thus the potential of women is recognized and sponsored by the government. Women work together in family planning at the village and neighborhood levels. As an example, women on a particular street in a village or rural area decide together the number of children which can be reasonably added to the population for that year. They then determine from this how many will be able to have a child. Many women volunteer to wait a year before having a child. The solidarity of women working together in family planning has proven successful in reaching the people, as seen in

the fact that the annual population growth rate has remained stable in the period 1973-75, at 1.7 rate of growth. The key to family planning in my country is persuasion rather than coercion. Through education women can see positive advantages in practicing family planning. It is more advantageous, for example, to have fewer and healthier children, and thus be free to contribute to the building of the nation, than to have a very large family. To be able to "take the helm," control the destiny of the nation, is a major reason the government has emphasized family planning, and encouraged the emancipation of women.

I myself am a full-time worker. I was a medical student before marriage, and worked as a nurse before entering medical school. I did not marry until the age of 25, feeling it important to complete schooling and begin my profession. The state favors late marriage, as it has aided in reducing the population and encouraging young people to work and serve their country. I have 3 children, who attend school six days a week, and eat their meals in state dining halls. Children are often separated from their families for periods of time, and learn early to interact with other people. Yet family ties remain close despite separations. My three-year old girl lives in a full-time kindergarten, but I see her on Sundays. It is good that the state cares for her, since we women need to be free to work for the revolution. I spent a year in the countryside 2 years ago giving medical care to the peasants. I did not see my family during this year; my children were proud of my service to the peasants. Since 1949 the state has greatly encouraged me in my profession, as it has encouraged women in general to contribute to the welfare of the nation.

Mei-ling is also a real woman. Her home is the People's Republic of China. Answer the following questions based upon what you know about Mei-ling.

(1) Why does Mei-ling believe women were treated poorly in her country before the Revolution?

(2) What was the main purpose of all women in her country in the past?

(3) What was one custom for girls that Mei-ling mentions?

(4) Why does Mei-ling's government favor late marriage?

(5) Why does Mei-ling feel it is good for her three-year old girl to be in a full-time kindergarten?

(6) How did Mei-ling's children feel when she spent a year giving medical service to the peasants?

(1) Woman are encouraged to marry at a later age, to decrease the number of years during which they could potentially have children.

(2) It has been the policy in China since the Revolution to develop family planning programs through persuasion rather than force. Most women do not want to have 7,8, or 9 children, but they must have the opportunity to make a decision to limit family size themselves. Education is therefore very important.

(3) In China today, women made the decision as to how many children they will have. Family planning represents the demands of the many women who want to be freed of the burden of many children in order to be able to work for development of the country.

(4) The policy of limiting family size is considered an important decision-making area by the government, in order to promote a better life for the Chinese people. Each individual should have as good a life as possible. Quality of life--rather than quantity--is important.

(5) Women must be able to see positive advantages in limiting the number of children they have. Education is most important. For example, if women realize that it is better to have fewer and healthier children, and also have more time to study and free themselves, this is a good reason to limit the number of children they have.

(6) Family planning in China is justified as a liberation of women, based on the equal rights of women to study, to participate in government decisions, to work to solve their country's problems and to work side-by-side with men in building a socialist society.

(7) Women teach one another about family planning going from village to village. They even decide how many children should be born on a particular street or in their village, and then determine how many women can have children that year. Many women volunteer to wait a year to have a child.

(8) Every Chinese woman breast-feeds her baby until the age of at least a year and a half. There is no such thing as artificial baby food in China, and closeness with the child during feeding is considered important.

(9) Most Chinese factories have nurseries attached to them, and the working mother is allowed half an hour off every two or three hours to feed the baby, with this considered as working time. It is considered important that the baby see the mother regularly.

(10) In China, people are much closer than in many other countries. Children do not feel strange when around people other than their parents. Many people feel as though the children of another are their own.

(11) In China, children may live apart from their families for short periods of time while attending school. Yet family ties remain closely-knit, and children begin at a very young age to interact with people.

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* Compiled by Anna Chung, Center for Teaching International Relations

FREE A WOMAN, FREE A NATION

Part I: Reasons for Childbearing

Raksha India	Kawe Nigeria	Mei-ling China

Part II: Hypotheses about Opportunities Available to:

Raksha India	Kawe Nigeria	Mei-ling China

Part III: What relationships do you see between opportunities for women and attitudes toward childbearing for:

Raksha in India:

Kawe in Nigeria:

Mei-ling in China:

Title: 1975: INTERNATIONAL WOMEN'S YEAR

Time: ½ - 1 day

Objectives:

Given a statement by Helvi Sipilä, Assistant Secretary General of the United Nations, students will articulate the effect of illiteracy among women of the world and relate this effect to population growth.

Students will also articulate the meaning of the symbol of the International Women's Year.

Students will articulate the importance of equality for women and relate this to population growth.

Materials: Student Handout "International Women's Year, 1975" and accompanying questions.

Procedure:

(1) Pass out the statement by Helvi Sipilä declaring 1975 "International Women's Year."

(2) The questions following the statement may be answered by students at the teacher's discretion. Questions are intended to be discussion prompters.

(3) Having completed the previous activity about women in India, Nigeria and China, ask students where Raksha, Kawe, and Mei-ling "fit in" to Ms. Sipilä's statement.

(4) Poll students to determine the amount of agreement/disagreement with Ms. Sipilä's attitudes regarding equality between men and women globally, before any UN efforts will succeed.

(5) If there is agreement ask how the roles of women globally relate to the world's population growth crisis.

"How can the world solve its increasing problems of economic and social development, and improve the quality of human life, when hundreds of millions of its children, the new generation of mankind, are born to illiterate, uneducated, untrained mothers who traditionally are responsible for the upbringing of children?

EQUALITY

How can the world increase its food production, when agricultural work is still, in large areas of the world, mainly the responsibility of women who are not only untrained and unequipped, but have to do this work in addition to their heavy responsibilities as mothers and homemakers?

PEACE

DEVELOPMENT

How can the world solve its population problems . . . if women do not change their reproductive behaviour?

International Women's Year will be a time to translate into action the principle of equality of men and women, clearly stated in the United Nations Charter and the Universal Declaration of Human Rights, without which no development effort is likely to succeed."

Helvi Sipila",
Asst. Secretary General, U.N.

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(1) Ms. Sipilä speaks of "illiterate, uneducated, untrained mothers." What do they have to do with the study of population growth?

(2) Ms. Sipilä believes that any United Nations programs will fail ...until equality of opportunities exists between men and women in the world. Why does she believe this? Do you agree? Why or why not?

(3) What does the symbol for International Women's Year mean? (What do you "see" in it?)

Title THE ERA DEBATE: HOW WOULD YOU VOTE?

Introduction

The proposed Equal Rights Amendment has turned out to be a controversial subject among both women and men. Recently, groups opposing this amendment have become more vocal. The following activity gives students an opportunity to read and judge for themselves literature both for and against this amendment. It asks them to interpret and evaluate two different points of view.

Objectives

Knowledge: Students will be able to define positions of two groups-- Wake Up, Colorado and ERA Colorado.

Skill: Recognizing a point of view; interpretation.
Affective: Students will recognize personal attitudes towards the proposed ERA.

Materials Handouts from: Wake Up, Colorado - Stop ERA
ERA Colorado

Procedure

Step 1 - Ask students to read the proposed Equal Rights Amendment (Student 16:2).

Step 2 - Why might such an addition to the Constitution be desirable, undesirable?

Step 3 - Explain that the amendment's purpose and possible outcomes are being explained in very different ways. Hand out literature illustrating the interpretations being offered by two womens' groups.

1. What are the differences of opinion?

2. Which points in either/ or both handouts are most influential on your decision?

Step 4 - Speakers for both points of view could follow the discussion.

THE EQUAL RIGHTS AMENDMENT

Federal ERA

Sec. 1 Equality of Rights under the law shall not be denied or abridged by the United States or by any state on account of sex.

Sec.2 The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Sec.3 This Amendment shall take effect two years after the date of ratification.

State ERA

The Colorado Constitution, Sec. 29, Art. 11; Equality of Rights under the law shall not be denied or abridged by the State of Colorado or any of its political subdivisions on account of sex.

IS THE BATTLE FOR EQUAL RIGHTS BEING WON?

Yes. Such rights are already guaranteed without the ERA by:

Federal

- Equal Protection Clause of the 14th Amendment
- Equal Pay Act, 1963 as amended by the
- Higher Education Act of 1972
- Civil Rights Act of 1964
- Equal Employment Opportunity Act of 1972
- Higher Education Act of 1972
- Health Manpower Act of 1971
- Nurse Training Act of 1971
- Comprehensive Employment and Training Act of 1973
- Minimum Wage Act of 1974
- Credit Bill

State

- Colorado Antidiscrimination Act of 1957
- Colorado Fair Housing Act, 1959

WHAT'S WRONG WITH THE ERA?

The danger of ERA lies in its thrust that all laws must treat men and women identically without any distinction based on sex. Laws would have to be sex neutral. No exceptions would be permitted since all exemptions attempted were defeated by Congress, and Colorado adopted the same language.

WHO WILL MAKE THE FINAL DECISION ON THE MEANING OF ERA?

The courts. Not the Congress or state legislatures. The courts' decisions would be guided by the inflexible wording of the amendment, and the "no exceptions" approach of Congress.

WHAT HARMFUL EFFECTS WOULD THE ERA HAVE ON THE HOME AND FAMILY?

It would place a dual responsibility on women. Men would no longer have an obligation under law to support their wives and children, therefore, increasing the need for women to seek employment outside the home. The new obligation ERA would place on women to serve in the military would also detract from the home and family.

WHY WOULD ERA AFFECT YOUNG CHILDREN?

Medical studies indicate child's mental and emotional growth is the most critical before age 5. Such growth can be best achieved in an atmosphere of constancy and love provided by a mother's care. Although different child rearing can be necessitated by circumstances, such practices are second best. The dual responsibility dictated by the ERA would have a bad effect on mothering and thus would harm the average child.

WHY DO MANY CHURCHES OPPOSE ERA?

Because they feel the Holy Bible teaches separate roles and rights for male and female, a philosophy in direct opposition to the ERA. Freedom of religion may be endangered by ERA but even if it is not legally, the psychological damage caused by a church teaching one standard, and the state proclaiming another would be very disruptive for the members of those churches.

HOW WOULD ERA AFFECT WOMEN IN FACTORIES?

It would forever take away any chance of getting some protection for the women who work in such industry. Orthopedic differences in bone and muscle volume, mass, size and structure are reflected in the different abilities of men and women to perform manual industial tasks, which indicate the need for different standards of physical activity between the sexes. Employers presently recognize this need, but could do so no longer under ERA.

WHAT ABOUT THE CONSTITUTIONAL RIGHT TO PRIVACY?

There is no right to privacy spelled out in the Constitution! The Supreme Court decision in Griswold v. Connecticut guaranteed the right to marital privacy but did not establish any generalized right to privacy. Courts have stated that racial equality means "separate is not equal." That is why most legal authorities feel courts would interpret sex equality the same way. Thus, we can expect sexually integrated accommodations in prisons, mental hospitals, veterans hospitals, and the armed forces.

WOULD WOMEN BE DRAFTED AND SUBJECT TO COMBAT DUTY UNDER ERA ?

Yes. While there is no draft at the present time, women would have to register, for it could be restored at any time. Congress has always had the power to draft women and send them into combat, but has followed the majority view of the people and exempted them. Under the Federal ERA, Congress would lose this power not to draft.

HOW WOULD ERA AFFECT WOMEN IN ATHLETICS?

Based on the precedents set by courts in racial equality cases, separate, but equal teams would not be allowed under ERA. Boys could try out for girls teams and vice versa. Except for an occasional outstanding girl athlete, girls would be denied competitive athletics. Athletic officials in Colorado feel retention of separate sex teams is essential for the further progress of female athletics. It would no longer be allowed under ERA.

WHY DID ERA RECEIVE SO MUCH SUPPORT?

On the surface, ERA sounds good. In the absence of adequate study and specific knowledge of the effects of ERA, legislatures, including Colorado's, rushed to ratify. Twenty-two states ratified it in "band-wagon" style. But now, there has been an astonishing reversal. In 1975, only one state ratified, while seventeen rejected the Federal ERA. In November, 1975, voters in New York and New Jersey resoundingly defeated the State ERAs. In 1974, Tennessee joined Nebraska in rescinding its support of the proposed Federal ERA. Why? Because of the information contained in this brochure which was not available to Colorado voters or legislators in 1972.

HOW CAN LEGAL DISCRIMINATION BASED ON SEX BE OVERCOME?

By using the laws already passed and the governmental agencies assigned to make them work.

With so much to lose and nothing to gain, why take a chance? ERA is a fraud. It pretends to improve the status of women but actually is a big takeaway of the rights women now possess.

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1.
"Not only would women, including mothers, be subject to the draft, but the military would be compelled to place them in combat units alongside of men."

U.S. House Judiciary Committee
Report, No. 92-359

2.
"I call the Equal Rights Amendment the liftin' and totin' bill. More than half of the black women with jobs work in service occupations; if the Amendment becomes law, we will be the ones liftin' and totin'."

Jean Noble, National
Council of Negro Women

3.
"My view that the ERA is the most destructive piece of legislation to ever pass Congress still stands and I am hopeful that it will be defeated in the states." U.S. Senator Sam J. Ervin, Jr.

WHAT YOU CAN DO:

1. Support the citizen effort to repeal Colorado's state ERA.
2. Tell your elected state legislators you want Colorado's General Assembly to rescind its support of the Federal Equal Rights Amendment.

Vote YES to Repeal ERA

on Nov. 2, 1976

For information, speakers or copies of this brochure, write:

WAKE UP, COLORADO - STOP ERA
P.O. Box 494
Wheat Ridge, Colorado 80033

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WAKE UP COLORADO

STOP ERA

THE EQUAL RIGHTS AMENDMENT

STUDENT 10:3

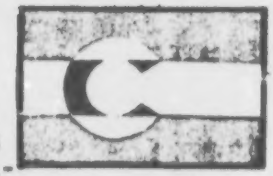
"The strength of America is the family, which would be threatened by the ERA. Without realizing the hidden ramifications of the ERA, I voted for it in 1972. I would like another chance to vote, and this time I will vote to repeal."

Senator Joe Schieffelin

FACTS & FABLES

COLORADO'S EQUAL RIGHTS AMENDMENT

"Equality of rights under the law shall not be denied or abridged by the State of Colorado or its subdivisions on account of sex."
Sec. 29, Art. II, Constitution.



In our Bicentennial year, after all our forefathers fought for, do you want to give up your constitutional rights? Recognize the repeal movement for what it is -- a campaign of fables, emotional misrepresentation and misguided "patriotism". Don't be duped into losing your right to equal opportunity under law!

"Tyranny often springs from an excess of virtue"-Thomas Jefferson.

FACTS

THE EQUAL RIGHTS AMENDMENT:

- Makes spouses responsible for family support, defined in terms of their function, not sex, and recognizes the homemaker's work as a vital contribution to that support.
- Has never meant removing walls or locks from restrooms nor made separate facilities illegal.
- Makes it possible for men and women to do work for which they are qualified & physically able.
- Is backed by more than 100 diverse civic and religious organizations, both political parties, unions, etc. - a cross section of society.
- Will not affect crime or divorce rates but will make sure that people are protected and prosecuted equally.
- Recognizes choices that couples alone can make and treats people by function, rather than sex.
- Colorado altered its own laws to conform with ERA, as will other states when the federal ERA is ratified.
- Has been attacked by attempts to link it with emotional non-related issues - the tactic of "throwing sand in your eye" so you can't see clearly.

FABLES

THE EQUAL RIGHTS AMENDMENT:

Releases husbands/fathers from their duty of support; forces women to work outside the home?

Threatens the right to privacy?

Removes legislation protecting women in industry?

Is a " women's lib" movement?

Increases crime?

Changes family life styles?

Deprives states of power to make their own laws?

Is related to abortion, busing and homosexual issues?

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Facts on the Federal E.R.A

SECTION 1. Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. SECTION 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article. SECTION 3. This amendment shall take effect two years after the date of ratification.

☆ ☆ ☆

QUES: Why do we need an ERA on the U.S. Constitution? Doesn't it already provide for legal rights without discrimination?

ANS: The 14th amendment and various civil rights acts were designed to deal with racial discrimination and the courts have resisted stretching its intent to include sex discrimination. Once the federal ERA is ratified, each level of government will bring its own laws into conformity. Under our federal system, power to enforce any Constitutional amendment lies with the states. Therefore, Sec. 2 of the ERA was needed to share that power of enforcement with the federal government.

☆ ☆ ☆

QUES: Will women be drafted under the federal ERA?

ANS: There is no draft today and women serve in volunteer armed forces in capacities for which they qualify. If the draft was restored, both men and women would serve our country according to their capacity. Exemptions would continue to be made for certain women as well as for certain men.

☆ ☆ ☆

QUES: Won't ERA mean that women must give up their preferential Social Security benefits?

ANS: What preferential benefits? In some cases women now receive less than equally situated men. Passage of ERA will require the correction of all inequities based on sex in the social security system.

☆ ☆ ☆

QUES: Will ERA threaten freedom of religion or the tax-exempt status of churches?

ANS: No. Since 1791, non-interference of government in religious doctrine and practices has been guaranteed under the first amendment and upheld in court.

☆ ☆ ☆

QUES: How about the lower rates that women pay for life insurance? Won't they lose that advantage under ERA?

ANS: Women do pay less than men for life insurance - but more for almost every other kind (health, disability, pension) with less coverage. ERA will help remove discrimination based on sex alone from all insurance rates.

☆ ☆ ☆

SEX SHOULD NOT BE A FACTOR IN DETERMINING LEGAL RIGHTS! SUPPORT YOUR ERA!

For further information contact:
ERA COLORADO
P. O. Box 18481
Denver, Colorado
80218

Title: Don't Tell Me About Planning! *

Introduction: One more woman from a sub-culture in our own country tells her story revealing yet more attitudes toward childbearing. Excerpt is read and discussed by students.

Objectives:

1. Given a statement by a woman representing a sub-culture in the United States, students will articulate her reasons for desiring children.
2. Students will generate hypotheses regarding opportunities available to others and relate this to reasons for childbearing.

Time: ½-1 day

Materials: Student handout "Don't Tell Me About Planning" and accompanying questions

Activity:

1. Pass out handout, "Don't Tell Me About Planning!"

2. Read the introduction aloud. Ask if there are any disagreements to the statement regarding "welfare rewards" for large families among the poor.

3. The questions following the reading are intended to be discussion prompters. They may be written out and turned in at the teacher's discretion.

4. Too often we have the tendency to apply our assumptions to the condition of others. For many Americans, children have become an economic liability. The question of family size in the U.S. is often phrased: "Can we afford to have more children?" The woman in this reading is not using this same value system.

5. Pay particular attention to the third paragraph: "To me, having a baby inside of me is the only time I'm really alive... I know I can do something..." Ask the class what they think she means by this statement. What other opportunities does this woman have for status in her life? What alternatives does she have?

6. Try a "role-reversal" format. Ask one student to role play a family planning advocate urging the woman to use birth control. Ask another student to role play the woman in the reading, giving her reasons for rejecting birth control. After

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* An activity by Jacquelyn Johnson, Westminster Public Schools

a few minutes into the role play have the students "switch" parts. Each person should now be acting--or arguing--from the other's point of view.

(7) Culminate the activity by summarizing the introduction and posing the question:

What does this woman need--or need to feel--before she will choose to limit her family size?

Discussion might center around equal access to opportunities within the United States.

DON'T TELL ME ABOUT PLANNING!

Why do people choose to have children? The reasons are many. We are often quick to criticize others, especially the poor for having larger families. A frequent criticism many people make of poverty-stricken families is that the reason they have many children is so they can collect more welfare money from the government.

In the following reading, one more woman shares her story with us.

"They came telling us not to have children, and not to have children, and sweep up, and all that. There isn't anything they don't want to do to you, or tell you to do. They tell you you're bad and worse than others, and you're lazy, and you don't know how to get along like others do. Well, for so long they told us we couldn't ever go near anyone else, I suppose we should be grateful for being told we're not going to get near enough if we don't behave in the right way - which is the sermon I get all the time now.

"Then they say we should look different, and eat different - us[illegible]ore of the protein. I tell them about the prices, but they re[illegible]about 'planning' --planning, planning, that's all they tell you[illegible]he worst of it is that they try to get you to plan your kids, by [illegible] year; except they mean by the ten-year plan, one every ten years. The truth is, they don't want you to have any, if they could help it.

"To me, having a baby inside me is the only time I'm really alive. I know I can make something, do something, no matter what color my skin is, and what names people call me. When the baby gets born I see him, and he's full of life, or she is; and I think to myself that it doesn't make any difference what happens later, at least now we've got a chance, or the baby does. You can see the little one grow and get larger and start doing things, and you feel there must be some hope, some chance that things will get better; because there it is, right before you, a real, live, growing baby. The children and their father feel it, too, just like I do. They feel the baby is a good sign, or at least he's some sign. If we didn't have that, what would be the difference from death? Even without children my life would still be bad -- they're not going to give us what they have, the birth control people. They just want us to be a poor version of them only without our children and our faith in God and our tasty fried food, or anything.

"They'll tell you we are 'neglectful', we don't take proper care of the children. But that's a lie, because we do, until we can't any longer, because the time has come for the street to claim them, to take them away and teach them what a poor nigger's life is like. I don't care what anyone says: I take the best care of my children. I scream the ten commandments at them every day, until one by one they learn them by heart -- and believe me they don't forget them. (You can ask my minister if I'm not telling the truth.) It's when they leave for school, and start seeing the streets and everything, that's when there's the change; and by the time they're ten or so, it's all I can do to say anything, because I don't even believe my own words, to be honest. I tell them, please be good; but I know it's no use, not when they can't get a fair break, and there are the sheriffs down South and up here the policemen, ready to kick you for so much as breathing your feelings. So I turn my eyes on the little children, and keep on praying that one of them will grow up at the right second, when the schoolteachers have time to say hello and give him the lessons he needs, and then they get rid of the building here and let us have a place you can breathe in and not get bitten all the time, and when the men can find work -- because they can't have children, so they drink or get on drugs to find some happy moments, and some hope about things."

Excerpted from Robert Coles, Children of Crisis.

(1) Who do you think are "they" in this woman's story?

(2) What is this woman's perception of "planning"?

(3) Does she feel "they" are imposing on her rights as a human being? Why or why not? Do you agree or disagree with her? Why?

(4) How does she "feel" when she is pregnant? Cite evidence in her story.

(5) Are babies important to her? Cite evidence in her story.

(6) What aspirations does she have for her children?

(7) Does this woman think she neglects her children? Do others think she neglects them? Why?

(8) Why do you think this woman chooses to have so many children?

(9) What other opportunities are available to the woman in this story?

(10) What do you think the title, "Children of Crisis" means?

Title: A Woman's Stake

Introduction: Ms. Patsy Mink, U.S. Congresswoman from Hawaii, speaks about women's stake in population stabilization in America. Comparisons between population growth represented by 2 and 3 child families are made. Ms. Mink believes that as women achieve equal status with men and acquire more opportunities for alternative roles, they will choose to have fewer children.

Objectives:

Given a statement by U.S. Congresswoman Patsy Mink, students will articulate her views regarding a woman's stake in population stabilization in the United States.

Students will articulate an agreement or disagreement with Representative Mink's views.

Students will draw conclusions regarding U.S. population growth based on 2- and 3-child families.

Mechanics:

Time: ½ - 1 day

Materials: Student handout "A Woman's Stake" and accompanying questions plus U.S. Population graph

Activity:

1. Pass out handout, "A Woman's Stake."

2. Questions following the reading and graph are intended as discussion prompters. They may be written out and turned in by students at the teacher's discretion.

3. Ms. Mink believes that as women enter the professions they will choose to have fewer children, thus helping to stabilize the U.S. population growth. The activity could be culminated by citing statistics from the local area.

A WOMAN'S STAKE

Ms. Patsy T. Mink, U.S. Congresswoman from Hawaii

"Woman have a great stake in population stabilization in America. For if American families decide to have only two children, instead of three, it will mean a difference of at least fifty million people by the year 2000. At two years of home care per child, this free-choice system of control would produce 100 million woman-years of "liberation."

"We should encourage the movement of women into the work force for whatever reason -- to add to family income or to seek the fulfillment that work offers -- by removing the discriminatory barriers which presently make many of them decide against such a course. Most of the best jobs are reserved for men while women are assigned clerical, secretarial, and other secondary duties, without any hope for advancement.

"It is logical to assume that as women achieve equal status in the professions, and have real opportunities for promotions to executive positions, they will have fewer children. This places the population control challenge squarely on all of our society. We must begin to change our entire attitude toward the roles of the sexes so it will not only be accepted, but expected, that women will become corporation board chairmen, university presidents-- even President of the United States!"

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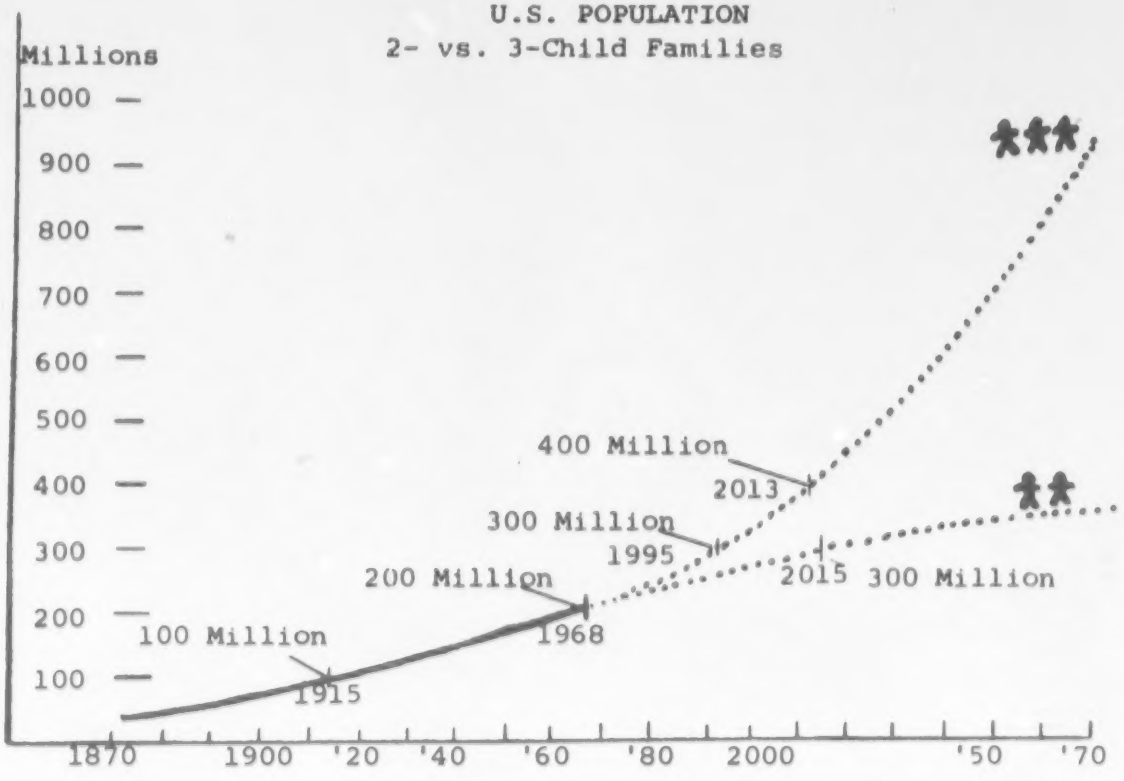
(1) According to the graph, what will be the total U.S. population in 1995 if every family chooses to have 3 children? 2 children? What is the difference in total population between 2 or 3 child families in 1995?

(2) What does Ms. Mink mean when she speaks of "100 million women-years of liberation"?

(3) Ms. Mink believes that as women gain equal status in employment with men, they will choose to have fewer children. Do you agree or disagree? Why?

(4) Why does Ms. Mink believe it is important for people to change their attitudes toward the roles of men and women? Do you agree or disagree? Why?



The population of the United States passed the 100 million mark in 1915 and reached 200 million in 1968. If families averaged 2 children in the future, growth rates will slow down and the population will reach 300 million in the year 2015. At the 3-child rate, the population would reach 300 million in this century and 400 million in the year 2013.

Title: Am I a Population Actor ?

Introduction: Students fill out a questionnaire regarding their own personal convictions toward family planning and share their views with the rest of the class.

Objectives:

1. Given statements about childbearing students will clarify and articulate their own reasons for choosing to have or not to have children.

2. Students will view themselves as population actors, expressing a sense of efficacy regarding population growth.

3. Students will articulate similarities and differences between their own views about childbearing and the views of others represented in other activities.

Time: 1-2 days
Materials: Student worksheet, "Am I a Population Actor?"

Activity:

1. Pass out student worksheet, "Am I a Population Actor?"

2. Students should rank order the statements according to their convictions regarding childbearing.

3. Tabulate the responses of the class before discussion.

4. Discuss the class responses:

   What reasons/ideas about childbearing have been omitted?

   What influenced your rank ordering of the ideas about childbearing? Family? Personal views? Population concerns?

   What "write-in" responses were made by students?

5. Culminate with a comparative emphasis:

   How do your views compare with those of Raksha in India, Kawe in Nigeria, and Mei-ling in China (Activity 55)? How do they compare with the black woman in Activity 56?

   How are they different? How are they alike?

Which statements if any might these women rank first? last?
Add statements not on the list that might apply to these women.

Did any of these women have the choice of <u>not</u> having children?

If these women had the same opportunities as you, do you think they would rank these statements differently? Why or why not?

AM I A POPULATION ACTOR?

Below are some ideas people consider when planning to have a family. Rank order these statements to match your own thoughts for planning a family: #1 would be your strongest reason; #6 the one that would least influence you while planning a family. You may also "write in" your own ideas at the bottom and rank them accordingly.

_____I want to have children and grandchildren around me when I grow old. Children make a happier, more stable marriage. I want children to carry on the family through future generations.

____A family with children is the most satisfying lifestyle. I want to watch my children grow up and enjoy them, to love them and feel that they love me.

___ Having children insures the survival of the human race. Our children provide the manpower which keeps our country strong.

____ When deciding to have children, the teachings of my religion will provide an important guide and influence.

____ Having children is the normal way of life. Everyone expects a married couple to have children. Families look forward to grandchildren and are disappointed if there are none.

____ I will choose not to have any children. Some of the things I want to do in life will be easier if I am not tied down by the responsibility of children. I will perhaps decide not to marry if I feel that would tie me down too much also.

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Title: Mother of the Year (Adapted from Equilibrium)

Introduction: As pressures of inadequate quantities of food and increasing population on a finite planet continue to build, the acceptability of large families becomes less popular. Industrialized nations have emerged with a family pattern that is much smaller because children no longer perform a contributing economic function as is the case in dominantly underdeveloped nations. Hence, children become a matter of choice and are an economic liability to their parents. Each of these factors has contributed to a general public awareness of the need to question the historical sex roles of both men and women, but more importantly the latter, since women are no longer easily left in the home to find fulfillment in rearing children and maintaining a household, carrying out day-long routine chores. Both the opportunity and the need to find personal fulfillment in other careers have converged to start the process of change in viewing the two sexes with greater equality.

This activity is designed to guide groups in the discussion of values which have to be questioned in the context of the changes which are taking place by using the familiar age-old format of a Mother of the Year contest. The candidates, however, are a mixture of the traditionally expected candidates and women who have adopted less conventional roles.

Change becomes the major concept of consideration, as these candidates represent both traditional and newer roles of women. The group must decide how much change should be advocated, or would be acceptable.

Lesson Objectives:
After participating in this activity, each person should be able to:
1. Explain some of the trends reflected in the changing roles of women and begin to articulate personal attitudes and feelings about these changes.
2. Suggest other roles women are adopting that are not reflected by the candidates presented in the activity.
3. Discuss some of the attitudes that influence family size.

Mechanics:
Teaching time: 1 class period
Materials: Duplicated copies of the "Mother of the Year" sheet for each participant.

Activity:
1. Pass out the Contest sheets, and divide the group into small groups of 5 or 6. Read the instructions with the group as given at the beginning of the Contest sheet. Have the groups deliberate on their selection of a candidate for no longer than 15 minutes.

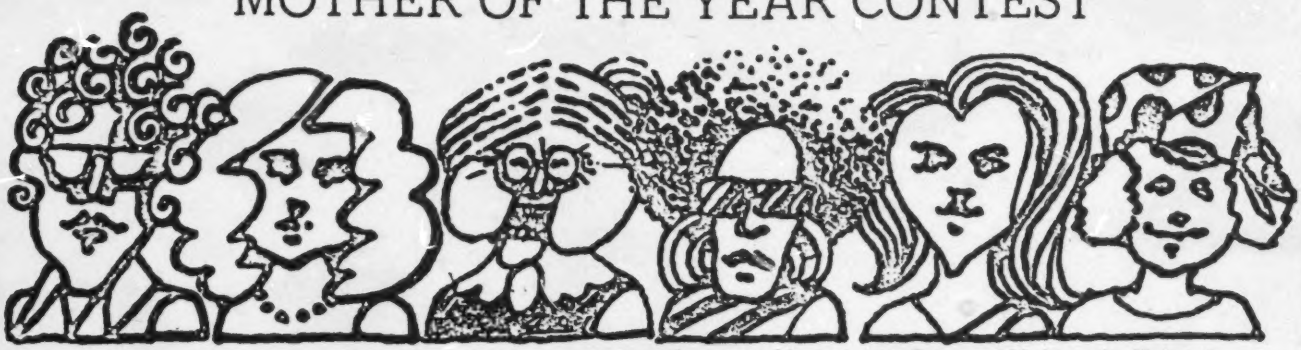
2. Have a spokesperson from each group which reached a unanimous decision announce their choice, and the reasons for their selection. This may take the form of some campaign-style hilarity, and this can be allowed.
10 minutes

3. Once finalists by group have been announced, any person may be allowed to speak on behalf of, or against, a particular candidate. Although not to be encouraged, a person who strongly favors a candidate not previously nominated may announce at this time the nomination of the particular candidate. After sufficient time for campaigning has been allowed, a vote should be taken and the winner announced.
10 minutes

4. Debrief the experience of the group, using the questions at the end of the Contest sheet.
20 minutes

Further Suggestions:
Let the group draw their own profiles of the ideal "Mother of the Year" or "Woman of the Year." Also, try writing profiles of the ideal "Father of the Year", taking into consideration how the man's role must be altered to complement the perceptions and roles of the "Ideal Mother" or "Ideal Woman."

MOTHER OF THE YEAR CONTEST



The purpose of this activity is to stimulate discussion of traditional pronatalist attitudes and the new awareness of men's and women's roles.

You have been selected to serve on the National Selection Committee (composed of several subcommittees of 6 persons each) for the OUTSTANDING MOTHER OF THE YEAR Contest. Your mission, should you decide to accept it, is to pick ONE from the six regional winners whose qualifications are described below. The selection must be the UNANIMOUS decision of the group.

A spokesperson for your committee will be asked to give the reasons each candidate was selected or rejected.

CANDIDATES

MS. ANN SEMMLER, San Francisco, CA
Sponsor: Association for Voluntary Sterilization
age 29–husband is sales representative for IBM–won court case establishing the right to be sterilized regardless of number of children–adopted her two children–a boy four and a girl two–graduated Phi Beta Kappa from Vassar–teaches a course on Women's Rights at the University of California, Berkeley–president of local chapter of NOW–member of Zero Population Growth and Sierra Club–hobby: gourmet cooking

MRS. JUNE HUNTER, Boise, ID
Sponsor: American Association of University Women, Greater Boise Branch
age 37–husband manages Montgomery Ward Store in Boise–mother of 3 boys, all honor students in high school and junior high–BS, Idaho State University; MS, University of Idaho–elementary school teacher, 10 years experience–past president Idaho Education Association–presently programming a new math series for slow learners–led push for equal pay for equal work for women teachers and State employees–Democratic candidate for Idaho House 1974

MRS. JEAN FIXON, Cedar Bluffs, NE
Sponsors: Lincoln Kiwanis Club and Daughters of the Pioneers, Nebraska Chapter
age 72–mother of eleven, grandmother of 73, great grandmother of 29–resides on farm, built 160 acre homestead into 2000 acre dairy and fruit farm–one of the original homesteaders in Nebraska, she and late husband built sod hut as their first home–Nebraskan "Mother of the Year" in 1954 and again in 1969–stated in recent newspaper interview "Children are the spice of life and the salt of the earth"

MS. JOANN GREEN, Chicago, IL
Sponsor: Cook County ZPG
age 32–unmarried–one son, four years old–lives with environmental lawyer, past 3 years–MA from the University of Chicago in Sociology, Magna Cum Laude–organized Chicago chapter of NOW–presently writing book "The Future of Women in Eliciting Corporate Responsibility"–refused honorary doctorate from Antioch College as irrelevant–organized a day care center which involves both men and women and provides family-like relationships for the children

MRS. BETTY BAKER, Syracuse, NY
Sponsor: Syracuse Chamber of Commerce–
age 49–immigrated from England in 1947–husband is prominent corporation lawyer–mother of five girls and three boys, five are graduates of CCNY, three in high school; one son has doctorate in nuclear physics from MIT, one is in cancer research–graduated from high school at age 40–same class as second daughter–Girl Scout leader since 1953–Matron of Eastern Star–Republican precinct worker–Ruling Elder, Episcopal Church–winner of Syracuse Women's Club's Outstanding Woman of the Year, 1959

MRS. JAYNE WATSON, Atlanta, GA
Sponsor: Retail Clerks Union, AFL-CIO
age 52–migrated from Montford, AL after husband died five years ago–mother of five plus two adopted children–three sons have been killed in service–last death in Vietnam War–employed as a clerk in a chain supermarket–does considerable volunteer work at Community Action Center–member of NAACP for 15 years–not in leadership role–winner of Montford County Fair Cooking Contest in 5 of 8 years she entered

1. What qualities did you consider most important in your selection? Which did you consider weaknesses? Why?
2. Would your selection be the same if you were asked to choose one of these women to be your own mother? your own role in life (if female) or your wife (if male)?
3. What trends and issues influenced your selection? Would your choice be the same if you were older? younger?
4. What is an ideal family size? Take a poll of your classroom and figure the average number of children desired. Compare this to the average number of children per family needed because of the U.S. current age distribution/immigration policy to achieve ZPG (1.4).
5. What attitudes and trends in our society encourage continued population growth? Do these attitudes have any other effects?

(Source: Developed by participants of the 1971 NSF Summer Institute, U. of Cincinnati.

"A forgetful demographer may lose his census."

Title: Population Control: Where Do You Stand?

Introduction: A summary of population control steps are presented. The statements represent a wide variety of programs, some enlarging the freedoms of individuals and others greatly restricting individual freedoms. Students are asked to identify those steps they feel are necessary now to curb population growth.

Objectives:

Given a number of alternatives related to population growth, students will categorize them according to steps which enlarge both individual and societal freedoms, steps in which an individual gives up freedoms for the betterment of society and steps which greatly limit the freedoms of individuals.

Students will articulate relationships between population control programs and amount of individual and societal freedoms.

Students will articulate which steps are most urgent and which will be necessary in the future if growth rates continue.

Students will articulate how individual choices and actions can influence population growth (i.e. the student will see himself as a population actor).

Time: 1-2 days

Materials: Student card sort: Population Control: Where Do You Stand? (2 pages)

Activity:

(1) Begin with a discussion of population control. Is it necessary now? How do students view population growth--as a problem or a crisis?

(2) Introduce the following categories for steps in population control:

a. Population control steps which enlarge individual freedoms and the freedom of society.

b. Population control steps in which the individual gives up freedoms for the betterment of society.

c. Population control steps which greatly limit individual freedom (i.e. totalitarian controls).

Poll student responses for examples of population control steps in each category.

(3) Divide the class into groups of 4-5 and assign the card sort activity. Students should read the alternatives and categorize each one into one of the three categories outlined above. They should also identify the reasons for their choices and be prepared to defend why they placed each population control step in a particular category. Encourage students to develop their own cards for this activity, also.

(4) Allow time for groups to compare their results with one another. Class results should resemble the following:

Group I: Education Programs; Equality for Women; Social Security; Ability to choose sex of unborn child; Abortion.

Group II: Postponement of Marriage; Incentives and rewards.

Group III: Penalties for large families; licenses to have children; sterilization of parents.

(5) Share the above categorization with the class. Poll the students for agreement and disagreement to this categorization. Ask students to share their "write-in" population steps with the rest of the class.

(6) Next, instruct groups to categorize the alternatives according to those they feel are necessary now to curb population growth and those which will be necessary in the future if present growth rates continue.

(7) Ask students which alternatives they <u>themselves</u> would be willing to adopt. Have they changed their opinions related to family size as a result of these activities? If so, in what way?

Directions: Cut out each alternative and place in the appropriate category on the next page. Be able to defend your choices.	EDUCATIONAL PROGRAMS Making people aware of our population growth problem might help to solve it.	ABORTIONS If safe, legal abortions were available on demand, population growth might be limited.
BIRTH CONTROL Make birth control means available to anyone who wants it. The effect will be to curb population growth.	STERILIZATION After two children one or both parents will be sterilized to halt population growth.	EQUALITY FOR WOMEN Equalizing opportunities for women will provide them with other roles to fulfill and they'll have fewer children.
POSTPONEMENT OF MARRIAGE Raise the age of consent so people would marry later in life, thus reducing the number of child-bearing years.	SEVERE PENALITIES FOR LARGE FAMILIES People will be fined or heavily taxed for any children beyond the legal limit of two.	INCENTIVES AND REWARDS FOR SMALL FAMILIES A reward system will be set up for people who limit their family size. They would pay less in taxes.
CHOOSING THE SEX OF AN UNBORN CHILD People often continue to have children until they get the boy or girl they want. Families could choose the sex of their children, thereby limiting their size.	SOCIAL SECURITY IN OLD AGE If people were financially cared for in old age they wouldn't need large families and families would choose to limit their size.	LICENSES TO HAVE CHILDREN People must meet certain qualifications to get a legal license to have children.

CARD SORT: POPULATION CONTROL: WHERE DO YOU STAND?

CATEGORY I: Population control steps which <u>enlarge</u> individual freedoms and the freedom of our whole society.

CATEGORY II: Population control steps in which an individual <u>gives up</u> freedoms for the betterment of his/her society.

CATEGORY III: Population control steps which greatly <u>limit</u> our freedoms.

Title "A WOMAN'S PLACE"

Introduction

Where exactly is a "Woman's Place," anyway? Using this multi-media presentation, your students can discover or reaffirm that a "woman's place" can and should be everywhere--at home, at work, in sports, in Congress--anywhere!

"A Woman's Place" can be used to introduce or culminate a unit about roles of women. It has been viewed by a variety of adult groups and student classes. Its effectiveness lies in the high effect it produces within each individual viewer. Three songs, "Born a Woman" by Sandy Posey, "I Am Woman" by Helen Reddy, and "Free to Be You and Me" by Marlo Thomas are combined with images as varied as the lyrics in the songs.

The first segment portrays the traditional roles and feelings prescribed to women ("...you're born to be stepped on, lied to, cheated on and treated like dirt....")

The second segment, "I Am Woman," shows how attitudes toward what women can do are changing. Using the song that some have described as the "Anthem of the Women's Movement," Helen Reddy's now famous song is portrayed by showing slides of women and girls in "not so traditional roles"--"...if I have to, I can do anything...."

The "power" in the message of this presentation lies in the final song, "Free to Be You and Me." The song makes us look to a future when both sexes have risen above any type of sex discrimination.

Objectives

Students will articulate traditional roles of men and women in the U. S.

Students will discuss roles available to women in the U. S.

Students will clarify personal values about appropriate roles for women and men.

Time One class period

Materials Slide tape: "A Woman's Place" available from CTIR.
Two carosel projectors (dissolve control unit optional)
Reel-to-reel tape recorder
Slide-tape script

Procedure

Introduce slide tape after previewing. You may wish to mention the names of the artists and the songs.

The discussion which follows may take many directions. Some suggestions for provoking discussion are listed below:

1. What famous women and men did you recognize? Why do you think they were included?

2. Which picture is your favorite? Why? Which song is your favorite? Why?

3. Which of the songs is best representative of the experiences of women? Why?

4. What type of activity did you see not expected of males and females?

5. What are some inequalities suggested by both lyrics and pictures in the first song?

6. Introduce the word Feminist. Ask for definitions. Look up the definition in a dictionary. How many students are feminist?

Follow-up Activities

Ask students to bring in songs that illustrate roles of men and women. Play them for the rest of the class.

FILM RESOURCES--A BIBLIOGRAPHY

"Anything You Want to Be"
A creative and sensitive depiction of the aspirations of a high-school girl, reflecting the conflict between what she wants to be and what she's expected to be.

8 min., black-and-white, Rental-$15.00

New Day Films
P. O. Box 315
Franklin Lakes, New Jersey 07417

"The Choice is Yours"
Contains a series of tables and basic facts on the educational attainment of women, employment and income of women compared to men, career aspirations, and other topics. (16 color slides with written commentary)
Rental fee (postage and handling)-$1.00

Film Library
Department of Communication Arts
Roberts Hall
Cornell University
Ithica, New York 14850
or
Cynthia Green
ZPG
1346 Connecticut Ave., N. W.
Washington, D. C. 20036

"Girls at 12"
A half-hour unstaged documentary of the daily lives of three friends growing up in a small industrial city adjacent to Boston.
30 min., Rental-$25.00 (3 days); Purchase-$330

EDC Distribution Center
39 Chapel Street
Newton, MA 02160

"Joyce at 34"
A 34-year old woman shares the joys and conflicts of combining motherhood and career responsibilities.
28 min., Color, Rental-$37.00; Purchase-$350

New Day Films
P. O. Box 315
Franklin Lakes, New Jersey 07417

"Never Underestimate the Power of a Woman"
Shows women performing well in so-called "male" occupations.
Color; Rental-$6.50

Bureau of Audio-Visual Instruction
1327 University Ave.
Madison, Wisconsin 53701

"Sylvia, Fran, and Joy"
Features three young women and their different lifestyles adjusted to deal with marriage, family, and career.
25 min., black-and-white, Rental-$25.00; Purchase-$185

Churchill Films
662 N. Robertson Blvd.
Los Angeles, California 90069

"Women in a Changing World" and "Faces of Change"
A series on various aspects of life in five agricultural societies, where traditional women's roles are being challenged by new opportunities created by modern education, family planning, and pressures for economic, social, and political equality.
48 min., Color, Rental-$49.00; Purchase-$490

Fieldstaff Films
American Universities Field Staff
3 Lebanon Street
Hanover, N.H. 03755

"The Women of Neve Ur"
The Israeil women who live on the kibbutz of Neve Ur in the Jordan River Valley are the subjects of this documentary.
29 min., black-and-white, Rental-$10.00; Purchase-$125

Anti-Defamation League

(The following films are available from the Denver Public Library; for a 24-hour period--$4.00 rental fee)

"Antonia: A Portrait of the Woman"
A powerful film portrait of Antonia Brico, a Denver-based accomplished orchestra conductor. The film was produced by Judy Collins.

"The Emerging Woman"
A history of women in the United States. Also available from the Colorado Civil Rights Commission.

"Fable of He & She"
An animated story exploring sexist roles.

"Fear Woman"
A provocative study of the role of women in the emerging nations.

(available from the University of Colorado)

"Free to be You and Me"
Marlo Thomas and friends present entertaining songs and stories for liberated children and parents. Also available from the Denver Public Library.

"We, the Women"
Mary Tyler Moore examines the position of the American woman, from 1608 to the present. Film features many outstanding leaders and covers many issues.
30 min., Color, Rental fee-$10.00